DOCUMENT RESUME

ED 399 993 JC 960 585

TITLE	Excellence and Accountability Report.
INSTITUTION	Atlantic Community Coll., Mays Landing, N.J.
PUB DATE	1 Sep 96
NOTE	97p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Accountability; College Faculty; *College Outcomes Assessment; Community Colleges; Financial Support; *Institutional Characteristics; *Institutional Mission; Mission Statements; *Organizational Objectives; Outcomes of Education; *School Effectiveness; School Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS	Atlantic Community College NJ

ABSTRACT

This document provides an accountability report for New Jersey's Atlantic Community College (ACC) for fiscal year (FY) 1995. Following ACC's mission statement, 11 institutional goals are presented for FY 1995, with each goal including a list of specific institutional objectives to be undertaken or completed during the year. Next, benchmarks of achievement are provided for each institutional goal, describing specific activities completed by individual departments or units. Indicators of institutional effectiveness for FY 1995 are then presented, including data on the following: (1) student goal attainment, related to access to postsecondary education, completion, transfer, participation in the student activities, and access for ethnic minorities and females; (2) ACC faculty characteristics and vitality; (3) affordability and financial aid received by students; (4) student satisfaction with academic areas, student services, and institutional resources; (5) the measure that ACC meets New Jersey's educational needs, including initiatives related to continuing and career education and partnerships with educational institutions and business; (6) graduate placement; (7) alumni satisfaction; (8) the degree to which ACC provides a return on investment through workforce development, charitable events, and improvement projects; (9) degree and program offerings; and (10) ACC's Board of Trustees. Appendixes provide data on the number and percentage of degrees awarded by academic discipline, FY 1992 to FY 1996; a list of ACC cultural events, July 1994 to June 1995; and articulation agreements for 1995. (HAA)

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ED 399 993

Excellence and Accountability Report

September 1, 1996

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HIGHLIGHTS OF ACC's 1996 ACCOUNTABILITY REPORT

1. Among the fall 1995 students, 98% were New Jersey residents, of whom 73% were Atlantic County residents.

2. Forty five per cent of ACC students, during the fall 1995 semester, were 24 years of age or younger. Twenty eight per cent of students were between the ages of 25 - 34; 25 per cent of students were 35 years old or older.

3. Project Jumpstart, which provides administration of the basic skills test at area high schools, increased from 7 schools in the Spring of 1994 to 16 schools in the Spring of 1995. As a result, the number of students tested at their high school increased from 229 in 1994 to 408 in 1995, a 78% increase.

4. Students who graduated in FY95 took less time to complete their degree programs. The average time to degree completion for a first-time/full-time student was 3.78 years, a 6.4% decrease in time over the previous academic year (FY94).

5. Major factors which deeply affect student retention and persistence at ACC are as follows:
   * Insufficient Financial Aid/Personal Finance
   * Changes in Employment Hours
   * Medical Problems
   * Job Responsibilities
   * Family Obligations
   * Course Scheduling and Availability

6. Seventy five per cent of full-time faculty are tenured. Seventeen per cent of full-time faculty have attained the highest degree in their academic discipline. (FY95-96)

7. Based on results of the 1994 Graduate Survey of the Class of '92, their responses to the quality of instruction at ACC are as follows:
   * 82% - Overall quality of instruction at ACC was good to excellent.
   * 31% - The program of study in which they graduated helped them obtain a job.
   * 97% - Would recommend ACC to prospective students.

8. ACC has begun a new Week-End College Program to meet the needs of students who are unavailable to take courses during weekdays.

9. Academic Programs with the highest number of degrees conferred in FY96 are as follows:

Program	# Graduates	% Total Graduates
General Studies	75	15.8%
Nursing	54	11.3%
Business Admin.	46	9.7%
Liberal Arts	25	5.3%
Physical Therapy Assistant	25	5.3%

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Atlantic Community College

Mission Statement

Comprehensive
Student-centered,
Accessible

- **Responds to the diverse needs of its community**
- **Provides superior academic, technical and training programs**
- **Encourages the pursuit of lifelong learning**
- **Promotes responsible citizenship**

EXPANDED COLLEGE MISSION STATEMENT

Atlantic Community College is a comprehensive, student centered institution of higher education that prepares students to live and work in the 21st Century -- in an increasingly culturally diverse society, where technology is used in all areas of life and where modern communications have made us all citizens of the world. Accordingly, we offer the residents of Atlantic and Cape May Counties, and others, associate degrees, certificate programs, and a wide range of technical training and courses for professional and personal growth. We provide access to these courses and programs by maintaining a moderate tuition rate, pursuing open admission and affirmative action policies, and offering developmental programs and other support services. We respond to the economic, social, cultural, and work force needs of a diverse constituency by working in partnership with other schools, business and industry, and government. Atlantic Community College and its employees serve the community by providing educational and support services that encourage students to pursue academic excellence, professional growth, and high ethical standards throughout their lives.

ATLANTIC COMMUNITY COLLEGE
GOALS AND INSTITUTIONAL OBJECTIVES

GOAL 1: To provide a General Education program that develops skills of critical thinking, inquiry, effective communication, and gathering and assessing information to make informed judgements. (routine goal)

INSTITUTIONAL OBJECTIVES:

1. To develop, by 1995, materials collections, hardware, and information access that support students and faculty in general education. (strategic objective)

2. To offer, annually, credit courses that fulfill the general education requirements. (routine objective)

3. To require, by Spring 1996, minimum competency in information processing as a General Education goal for every program. (strategic objective)

4. To offer, annually, a sequence of ESL Courses for students who are not native speakers of English that will enable them to succeed in mainstream academic courses and programs. (routine objective)

GOAL 2: To provide career programs that prepare students to enter the work force of the 21st Century, using partnerships with business, secondary, and technical schools where appropriate. (routine goal)

INSTITUTIONAL OBJECTIVES:

1. To assess in FY95 the purpose, scope and effectiveness of the co-op and placement programs, and develop by FY96 innovative systems of delivery for implementation by FY97 for students in specific career programs. (strategic objective)

2. To review the curriculum in the Credit Career Programs to incorporate the components of critical thinking, inquiry, effective communication, and the gathering and assessing of information to make informed and ethical judgments. (routine objective)

3. To seek input from and disseminate information to the community for all programs through surveys and meetings with advisory councils, other appropriate agencies and individuals. (routine objective)

4. To establish with Perkins funding: (strategic objective)

   - Collaborative linkages with business, industry, and government by FY95.

   - A series of career-oriented advisement seminars for entering students with declared vocational majors featuring industry personnel as well as faculty.

   - A mentor program with business professionals or students who have completed co-ops or internships, by Fall 1995.

   To develop and support with Perkins funding:

   - Supplemental career assessment for students who are undecided or who wish to consider other career options.

   - An annual plan for subject-specific materials and information access to support ACC's career programs.

5. To offer, annually, career degree programs. (routine objective)

6. To establish, by Spring 1995, a comprehensive program of discipline-specific summer advising of career students by department chairs and coordinators. (strategic objective)

7. To maintain current linkages and develop new linkages and articulation agreements with secondary and technical schools

by continuous collaboration of appropriate faculty on a yearly basis. (routine objective)

8. To maintain current articulation linkages between long-term non-credit vocational programs and credit courses. (routine objective)

9. To provide, annually, support materials to maintain curriculum currency in career programs. (routine objective)

10. To maintain accreditation in career programs through yearly support of faculty coordinators/department chairs for monitoring the curriculum and assessment methods. (routine objective)

11. To evaluate, annually, current career programs and develop by Fall of 1996, if appropriate, new options reflecting the changing work force and community needs. (routine objective)

GOAL 3: To provide transfer programs and transfer agreements that allow students to study at a wide range of baccalaureate granting institutions. (routine goal)

INSTITUTIONAL OBJECTIVES:

1. To develop, in conjunction with faculty representation, a systemized transfer information program which targets all students with 32+ credits, to be implemented by FY97. (strategic objective)

2. To maintain existing and pursue new articulation agreements with receiving institutions for full faith in credit in Atlantic Community College courses. (routine objective)

GOAL 4: To provide a wide range of student support services and development programs at the main campus and extension centers that are responsive to the diverse needs of our student population. (routine goal)

INSTITUTIONAL OBJECTIVES:

1. To develop and implement, by FY95, a new system of academic

advising which is more efficient, utilizes more technology, is more cost-effective, and more responsive to the needs of a diverse student body throughout the semester. (strategic objective)

2. To identify and interpret the needs of a diverse student body to the institutional community, and identify the expectation by the institution of the students on a continual basis. (routine objective)

3. To enhance accessibility to student development services at all centers to students at all off-campus centers by increased use of technology (telephone registration, FAX, electronic filing of financial aid applications, electronic transmissions of transcripts, computer-guided career counseling, Campus Info Systems, FSS, Student Tracking Systems, and Registration Blocking Systems) each year. (strategic objective)

4. To continue support for students with specific learning needs through assessment, accommodation and other support services, and annually provide necessary resources and training for faculty. (routine objective)

5. To ensure, continually, accurate and clear communication of information about student development programs and services to all students through direct contact by Student Development personnel and published communications. (routine objective)

6. To provide, annually, all students with access to the college's educational programs through increasingly more efficient delivery of comprehensive and coordinated student development services. (routine objective)

7. To continue to provide, each semester, a coordinated registration process for credit and non-credit students to include student scheduling, registration, financial aid processing, and student identification processing in an efficient, cost-effective and student-centered model. (routine objective)

8. To support, each program year, a variety of social, cultural, and athletic activities that assist students in

the development of life skills and promote retention through affiliation with the college. (routine objective)

9. To implement, by FY95, appropriate student development services at all off-campus sites. (routine objective)

10. To tutor those who need to enhance their academic skills, and provide academic services that support curricula needs on a semester basis. (routine objective)

11. To develop annually, appropriate outreach activities to meet the identified needs of the residents in our service area. (routine objective)

12. To provide support, annually, for faculty participation in discipline-related recruitment efforts and student development activities. (routine objective)

13. To assist 10% of the first time, full-time students with undecided career goals in the development of career plans which encompass the use of individual and group counseling supported by technology, annually. (strategic objective)

14. To maintain ongoing current Student Development functions through annual evaluation to accommodate changing student needs. (routine objective)

15. To have in writing by FY95 a specific support for learning disabled students. (strategic objective)

GOAL 5: To provide work force development programs to strengthen student and employee skills for employment entry, job advancement, and career training. (routine goal)

INSTITUTIONAL OBJECTIVES:

1. To continue to provide, annually, employment development programs that will assist unemployed and displaced students, as identified through community agencies, to find and function in employment. (strategic objective)

2. To continue to provide curricula and information access to meet employee skills development, employment entry, job advancement, and career retraining by Spring FY95.

(strategic objective)

3. To continue to provide non-credit career and personal development courses and programs on a cost-effective, market-driven basis. (routine objective)

4. To continue to provide marketing services and resource development to support existing and emerging non-credit instructional programs. (routine objective)

5. To define the relationship between credit and non-credit in the current climate of work force retraining. (strategic objective)

GOAL 6: To promote an atmosphere of respect for cultural diversity, understanding of global interdependence, and to support affirmative action throughout the college. (routine goal)

INSTITUTIONAL OBJECTIVES

1. To provide training that promotes a spirit of mutual respect for full and part-time students, staff and faculty by Fall of FY96. (strategic objective)

2. To create a comprehensive awareness program by September FY95, which communicates understanding and appreciation of student diversity to be implemented by students, faculty, and staff. (strategic objective)

3. To provide for the diverse needs of the students through more flexibility in course delivery. (strategic objective)

4. To provide, beginning Fall FY95, small group interactions that will develop opportunities for interpersonal relationships between and among students with diverse backgrounds in the college community. (strategic objective)

5. To offer to the college community, each year, activities that address global issues and that are sponsored by student groups with active participation by the faculty. (strategic objective)

6. To maintain set-aside program, annually, to ensure a good-faith effort is made to award procurement contracts to qualified businesses owned and operated by minorities and women. (routine objective)

7. To create, each semester, recruitment strategies that ensure a student population that reflects the diversity of the College's service area. (routine objective)

8. To review, by Fall FY96, all curriculum materials and integrate information on cultural diversity and global interdependence where appropriate. (strategic objective)

9. To introduce, by September FY94, a program that promotes among faculty and staff sensitivity to the needs of disabled individuals. (strategic objective)

10. To establish, by September FY95, an annual day-long workshop for faculty and staff that creates a heightened awareness of their interdependence and common goals. (strategic objective)

11. To continue special recruitment efforts until faculty and staff who represent diverse groups are well represented throughout the college. (routine objective)

12. To establish, by September FY96, educational programming for supervisory staff that includes seminars, workshops, and training sessions on relevant civil rights laws and diversity issues. (strategic objective)

GOAL 7: To promote an institutional environment conducive to the teaching and learning process through professional development of faculty and staff and continuous improvement of college facilities. (routine goal)

INSTITUTIONAL OBJECTIVES

1. To establish, by FY95, an advisory committee representing all components of the college community to provide annual input on possible improvements to all college facilities which would facilitate: (strategic objective)

- Improved education delivery.
- Improved access, comfort and utilization.
- Physical expansion of technological resources.

2. To develop, by FY96, a comprehensive evaluation process for the advisory committee to conduct annual audits of all the facilities to include:(strategic objective)

    - Interior/exterior physical and environmental conditions.
    - Changing academic needs.
    - Physical plant services.
    - Regulatory and code compliance.

3. To develop a comprehensive faculty development program by Fall FY95 that would:(strategic objective)

    - Assure currency in discipline through internal and external programs.
    - Provide training materials in a variety of formats.
    - Provide support for research and the study of pedagogy.
    - Ensure faculty involvement with national significant conferences in various disciplines.
    - Provide assessment component to ensure appropriate needs and training are being met.
    - To support annually, faculty training and development in the new technologies to include both hardware and software.
    - Familiarize faculty with principles and practices of developmental education.

4. To develop a comprehensive staff development program by Fall 1995 that would:(strategic objective)

    - Develop a needs assessment component to ensure appropriate needs and training are provided.
    - Develop an apprenticeship and skills development program for technical employees.
    - Improve delivery of services with emphasis on customer service.
    - Improve technical knowledge and skill requirements for job performance.

GOAL 8: To enhance classroom instruction through the exploration and integration of appropriate informational technologies and pedagogical techniques while maintaining the personal aspects of education essential to the community college student. (routine goal)

INSTITUTIONAL OBJECTIVES

1. To enhance classroom delivery by incorporation of appropriate technology by Fall 1995. (strategic objective)

2. To incorporate and develop appropriate technology in education delivery to improve service to students inadequately served by traditional methods by Fall 1995. (strategic objective)

3. To extend and maintain access to campus-based information technology resources for supporting classroom instruction to extension centers by FY95. (strategic objective)

4. To formulate a policy on the appropriate use of technology in instruction and its relationship to community college education by Fall 1995, and implement a policy by Fall 1996. (strategic objective)

GOAL 9: To provide necessary administrative, fiscal, technological, and research services that effectively support the college's broad educational and training mission. (routine goal)

INSTITUTIONAL OBJECTIVES

1. To establish and maintain a process for completing research on job/employment trends in Atlantic/Cape May Counties by September FY95. (routine objective)

2. To seek, annually, innovative and alternative funding sources and provide a climate for fund development with outside constituencies because of the changing availability of state and county revenue funding. (routine objective)

3. To establish, by January 1995, standard internal electronic communication vehicles which use the college's expanding technological capabilities to provide necessary information. (strategic objective)

4. To investigate, analyze, and implement annually, technological advances in graphic arts, printing, and document reproduction. (strategic objective)

5. To promote, annually, health and safety awareness throughout the college community to meet the changing demands in college and public health issues. (routine objective)

6. To extend and maintain at Atlantic City Extension Center, by the end of FY95, a comparable level of administrative technological support that is provided for administrative offices at all campus sites. (strategic objective)

7. To provide, annually, a procurement process which responds on a timely basis to the fiscal, academic, and administrative needs of the College community. (routine objective)

8. To provide, annually, at all sites, the scope of auxiliary services required, annually, for students, faculty and staff that enhances and supports the College's educational mission, while balancing service, financial return to institution and pricing. (routine objective)

9. To provide resources to implement an institutional program of grant writing and research by Fall 1995. (routine objective)

10. To continually improve the ease of use and functionality of campus technology systems. (routine objective)

11. To train personnel in the use of new technology on a regular basis. (routine objective)

12. To establish a viable replacement program, by the end of FY95, to maintain suitably state-of-the-art equipment for all technology users. (strategic objective)

13. To review the strategic plan, annually, and ensure that the plan's components support the college's mission.

(routine objective)

14. To continue to successfully implement, annually, financial accountability measures and reporting systems that ensure the colleges responsibility over resources for which it is accountable. (routine objective)

15. To develop a current policies and procedures manual, by September 1994, which will be updated as revisions occur, for input into the Management Information System, by October 1994. (routine objective)

GOAL 10: To promote and maintain among the college community a sense of ethics that leads to social, civic, and academic responsibility. (routine goal)

INSTITUTIONAL OBJECTIVES

1. To review curriculum, annually, to ensure that principles of ethical behavior and decision-making are incorporated in all college courses. (strategic objective)

2. To provide workshops each academic year for students, staff and faculty that promote respect, responsibility and ethical behavior. (strategic objective)

3. To establish a formal code of ethics for college employees by FY95 which endorses: (strategic objective)

    - Conduct marked by integrity and dignity.
    - Maintaining and improving both personal competence and that of others.
    - Supporting institution's objectives and policies.
    - Conduct which reflects due regard for possible conflicts of interest.
    - Fostering the development of professional standards among colleagues.

4. To establish college-wide policies and procedures for adherence to copyright laws, confidentiality of electronic data, and ethical use of technology by FY95. (strategic objective)

Goal 11: To help developmental students move quickly and

efficiently into college programs by providing a quality, comprehensive program of support and education in basic skills. (routine goal)

INSTITUTIONAL OBJECTIVES

1. To offer, annually, developmental courses in College Skills, Math and Reading that include critical thinking skills and promote academic success in a wide range of disciplines. (routine objective)

2. To implement a mechanism to properly place students based on testing results. (strategic objective)

3. To continue support for developmental students through assessment, counselling, advising and other support services and annually provide necessary resources and training for staff and faculty. (routine objective)

4. To assist first-time developmental students in the development of appropriate career plans, using individual and group counseling supported by technology. (strategic objective)

5. To assess developmental students, tutor those who need to enhance their academic skills, and provide academic services that support curricular needs on a semester basis. (routine objective)

6. To provide for the diverse needs of the students through more flexibility in developmental course delivery. (routine objective)

7. To provide, by Fall FY95, student support networks for developmental students that encourage small group interactions, both in and out of the classroom, that utilize study groups, collaborative learning exercises and emphasize active learning strategies. (strategic objective)

8. To formulate a policy on the appropriate use of technology in developmental education and its relationship to the community college curriculum by Fall 1995 and implement a policy by Fall 1996. (strategic objective)

9. To hire sufficient full-time faculty to assure that a

minimum of 50% of Fall 1994 developmental course sections and 70% of Fall 1995 developmental course sections are taught by full-time faculty. (strategic objective)

10. To acquaint all faculty with the principles and practices of developmental education. (strategic objective)

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ATLANTIC COMMUNITY COLLEGE'S
BENCHMARKS OF ACHIEVEMENT

GOAL 1: To provide a General Education program that develops skills of critical thinking, inquiry, effective communication, and gathering and assessing information to make informed judgements.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* The Math 128 course was reviewed and revised.

* History course(s) sequence was revised to improve course transferability.

* A single format was adapted for all Arts and Humanities syllabi.

* A common text/syllabi was adapted for all government and history courses. In addition, a new faculty member was hired in the Arts and Humanities department to teach history.

* The syllabi was reviewed by the Social Sciences department and a Critical Thinking teaching manual was produced.

GOAL 2: To provide career programs that prepare students to enter the work force of the 21st Century, using partnerships with business, secondary, and technical schools where appropriate.

THE ACADEMY OF CULINARY ARTS

* The development of a freshmen career orientation, student advisement, and career counseling for the Culinary Institute is still in development stages.

* The Academy of Culinary Arts (ACA) is presently working

with Cumberland and Gloucester County Vocational Schools on an articulation agreement. Ocean County and Warren County Vocational Schools' agreements are pending adjustmnts in curriculum, which has been evaluated by ACA in order to meet ACA transfer requirements.

* A new computer lab has been installed for the ACA to support students and faculty with course required computer needs for Nutrition, Purchasing, Food and Beverage Controls, Menu and Facility Design. Also, a new non-credit computer workshop was designed in support for those students who have little or no computer experience. This workshop will be offered in the Fall 1995 semester.

* A developmental math course was developed by the Math Department, with input from ACA to support Culinary students in basic math, which is required throughout many of the Culinary courses.

* A maintenance program is in place and working well for ACA. All work orders that are turned into Physical Plant are prioritized and reviewed by department heads from both the Culinay Academy and Physical Plant once every week.

* Funding for maintaining the ACA's curriculum and facilities has been sufficient. ACA has an efficient tracking system in place for controlling costs, while at the same time providing valuable data for planning and budgeting.

* A vacant full-time position has been filled with a new chef educator with a strong dual background in pastry and hot foods, and qualified to teach in both areas. In addition, the vacant ACA Assistant Director's position has been filled.

COMMUNITY AND COLLEGE RELATIONS

* Successful in monitoring changes in careers that may affect ACC programs by reviewing national and local periodicals of interest (i.e., changes in government and industry).

* Provided academic departments with relevant information through college-wide committees or direct correspondence.

STUDENT SERVICES

* As part of our Placement/Co-op office activities, a new initiative of a co-op employment orientation program for culinary students was implemented. Students, through a new program, may now locate job opportunities through the Internet. Under this office, a video training program called Partners was purchased to train workstudy students in becoming more confident and better team players and partners with ACC staff.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* Two new degree programs were established; Computer Programming (AAS), and Computer Systems Support (AAS).

* In order to disseminate information to the community for all new programs, Specialist brochures were printed. In addition, booklets were written and printed, and videos were produced with information on careers in Business and Computer Information Systems, then distributed to area high schools.

GOAL 3: To provide transfer programs and transfer agreements that allow students to study at a wide range of baccalaureate granting institutions.

COMMUNITY AND COLLEGE RELATIONS

* Served the needs of a diverse student body by identifying barriers to enrollment and recommending changes in course offerings and registration, admissions and marketing approaches, specifically through the establishment of the Enrollment Management Task Force.

STUDENT SERVICES

* An Articulation Coordinator is spearheading a formalized articulation/transfer program that provides counselors and students with the most current information from articulation and transfer agreements. Another function of this area is to facilitate the establishment of new articulation agreements initiated by faculty and/or administration with Thomas Edison State College, which have been the two major areas of concentration.

GOAL 4: To provide a wide range of student support services and development program at the main campus and extension centers that are responsive to the diverse needs of our student population.

ADMINISTRATION AND BUSINESS SERVICES

* Enrollment committee meetings are held on a regular basis to review and assess college policies and procedures affecting student enrollment and related services.

* Initiated deferred payment plan as an additional financial aid option for students in Fall 94. Early evaluations of the program indicate students are using the service advantageously.

* Touchtone registration is under development. A pilot is slated for December'1995.

* Prerequisite blocking with the Director of Business Services, has negotiated contracts for upgrading and main-training Intouch and Inform software from TRG.

Enrollment Services worked with academic and information technology departments to complete and implement the blocking system for academic advising. The system was implemented as a pilot in December and then for all students for the registration period that began in May 1995. The College continues to monitor the accuracy and efficiency of the system to identify problems that would prevent students from registering or allowing stuents to register for classes for which they are not eligible. (Student Services)

* Current faculty members are actively involved in computer training (par score/par test), as well as distance education training. All new ACA chef educators hired, will have to obtain ACF certification within five years of employment.

* The business day was extended by providing additional weekends and evenings, beyond normal hours to offer students more flexibility in making payments and inquiries.

* Investigating and planning pilot for touchtone registration, a capability that will enable registrants to enroll in courses and pay costs without being physically present.

COMMUNITY AND COLLEGE RELATIONS

* Provided marketing support required for specific academic programs (e.g., new courses or programs and professional series of courses).

* Monitored needs of students using market research activities (e.g., Summer 1995 surveys and weekend college survey).

* Provided marketing support for college outreach activities (e.g., Cape May County Ext. Center Open House, and Academy of Culinary Arts Tours).

* Planned and coordinated fund raising campaigns and events (e.g., The 1994 Golf Classic raised over $18,000 and the 1995 restaurant Gala raised $30,000 for the scholarship fund).

* The foundation supported and publicized at least one event each semester for the Martin L. Blatt Distinguished Speakers Series (e.g., authors Linda Gary Sexton appeared Fall 1994; Tobias Wolff in Spring 1995).

* Established relationships with area businesses through sponsorships for Foundation events, and the formation of the ACC Alumni Association.

* Identified members of the business and civic community for involvement in Foundation activities as Board Directors (e.g., adding a board member from the health services field, casino properties and an outstanding ACC graduate).

* Recommended innovative fund raising programs such as the singer/songwriter series. Spring 1995 concert sold out and a fall concert is scheduled.

STUDENT SERVICES

* During the past year, financial aid has totally automated the process of making corrections with the federal processor. This process saves students weeks of processing time, resulting in better service and less anxiety for the applicant. Corrections with the NJ Office of Student Assistance are also being done electronically.

Software was acquired to assist students seeking financial assistance from sources other than NJ State and Federal programs. The software was installed and pilot tested. The scholarship search software will be available to the entire student population this fall (1995). Students will be able to access this software package at the library,a well as both of the extension centers.

* In providing career and transfer services to students, the Strong Interest Inventory software program was integrated into our career services. The career center now has a demonstration model of an on-line, internet-based college career and transfer center, linking our students and counselors/advisors directly to the information resources and computers of transfer schools, both regionally and world-wide.

* Four students were trained and certified as HIV-AIDS Peer Educators.

* A career newsletter was developed for special population students.

* The Student Services area, along with other departments at the College, is spearheading the investigation of an imaging system which stores documents on disk and allows

filing, retrieving, and reproduction of hard copies in a matter of seconds.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* A full-time faculty member was given a triple-reduced load to serve as faculty trainer. He trained all faculty interested in adapting our new electronic syllabus and continued training more faculty in the use of our Faculty Support System (FSS). FSS allows instructors to communicate with their students and gives students an opportunity to view their grades and speak electronically with their instructors.

* A wide variety of activities were presented, including exhibits in the ACC Art Gallery, a music recital, a series of trips off campus, studio art workshops, and renovation of the ACC Theatre support areas.

* The library is handicap accessible. The library has received a Kurzweil document reader for use by visually handicapped. Library works closely with the College's Learning Disabled Counselor, who coordinates activities for this student population and provides vital information on LD needs. The library has also purchased a collection of periodicals on learning disabilities.

* Librarians are developing plans to support distance education initiatives of the college. Systems are continuing to be developed to provide basic library services at Extension Centers. In Atlantic City, core collection of books are in place; college book catalog and CD-ROMS are also available. In Cape May, core books are in place, and an initial procedure has been put in place to deliver items students and faculty request. Development of CD-ROM capability, internet access and on-line searching are planned to enlarge service capability. New plans will increase that support.

* As of May, 748 students used the Assessment Center for make-up testing. This is an increase of approximately 43% over FY 1993-94. Over 200 developmental students have used the Assessment Center.

* Night Testing began in March 1995. Two nights a week have been scheduled and the program has shown success, with 37 tests administered and 16 faculty using the night time service.

* The College continues to offer CLEP examinations, which have increased over the last year. Testing Services has also added additional credit-by-exams in the following ares: CISM, Construction Code, Allied Health courses such as Medical Terminology, and Orientation to Health Services.

* Testing Services submitted a funding proposal for GED program. Funding was obtained for both GED test centers (Main campus and ACEC). The testing numbers continue to increase.

* Under the Perkins program, a decision was made to develop a course for ESL students - "The American College Classroom", which will relate the differences for LEP students in an American school. The course will also look at the cultural differences as well as, study skills.

* A new system of academic advisement for ESL students was continued with an increase in retention from 30% to 50% for those ESL students going from the ESLN sequence to regular college courses. Increased follow-ups with these students produced positive results.

* The Intake and Information Center surpassed the 5% increase they projected. The services of the Intake Specialist and the bilingual aides helped the Center to achieve a presence at ACEC. The facilitator is looking at the possibility of an expansion of services to other sites. Through May 1995, the Center had contact with 3,171 potential students.

* Tutoring services were continued at Mays Landing and Atlantic City and expanded to include the Cape May County Extension Center.

* Twenty students were identifid through the Family Development Program. Students were tested and remediated based on test performance. The remediation Center was used: 100 hrs of computer assisted instruction classroom and off-

line materials. These students are now in training through general Secretary, Culinary, and Computer Programmer courses.

* For the FY 94-95. the Tutoring center serviced a total of 623 students in 81 disciplines. This was an increase of 21% in the number of students tutored during FY93-94.

* Non-credit tutoring was offered for three vocational programs at ACEC. The programs were: Programming, Computerized Bookkeeping, and the General Secretary course.

GOAL 5: To provide work force development programs to strengthen student and employee skills for employment entry, job advancement, and career training.

ACADEMY OF CULINARY ARTS

* An articulation agreement has been worked between the non-credit and the Academy's accredited program, whereby students, upon completion of the non-credit program, can apply to have their course work evaluated and receive credit through portfolio assessment.

COMMUNITY AND COLLEGE RELATIONS

* ACC's Public Relations Department recommended and/or administered surveys of external audiences that provided information for program planning, for example, The Casino Workers' Survey.

ATLANTIC CITY EXTENSION CENTER

* A newly developed "Multi-Skill" Casino course will be offered this academic year. The course combines Slot Attendant, Pit Clerk, and Cage Cashier responsibilities. Approvals for the course are completed and awaiting budgeting in October by Atlantic Co. PIC. The course will be offered to other agencies after a "trial run" for Atlantic County.

* The development is underway for a new dealer course - "PAI-GOW --TILES". An agreement has been reached to train four class/sections for Showboat Casino. An instructor has been identified, and course outline has been written. Awaiting delivery of 100 sets of tiles from Taiwan. Possible course date is the beginning of October 1995.

* The "Seminar in Slot Management" has been developed by combining and condensing two courses; Slot Dept. Operations and Slot Dept. Management. The second class session is currently on-going. Showboat Development has requested seminars for their executives.

* The Police Officer Gaming Seminar continues to perform well. Recent groups/participants include: Louisiana State Police, The Narragansett Tribe, Bahamas Gaming Board, and The Saginaw-Chippewa Tribe.

* This fall, a new course will be offered for the first time; Computer Applications and Hardware Specialist. The necessary equipment has been procured, in addition to classroom space and an instructor.

* Training will be provided for the Pleasantville, NJ School System for the first time.

* Business Career Labs (BCL) will continue the needs assessment surveys as part of the Perkins Grant; to monitor all programs' curriculum, and student job readiness upon graduation, and plan for curricula and hardware upgrades.

BCL has reviewed course evaluations, monitored program internships, and planned for the use of advisory boards for the fall and spring. As a result, BCL will set a goal to develop one additional BCL program, Hotel Hospitality, and rotate the workshop program courses by 20%, thus presenting new classes to the public, and customizing training courses.

* Contract training has been a very successful tool at ACEC. As of April 1995, the College has contracted training sessions with over 35 companies and agencies, with gross revenue of over $238,000. We expect continued success this academic year.

GOAL 6: To promote an atmosphere of respect for cultural diversity, understanding of global interdependence, and to support affirmative action throughout the college.

COMMUNITY AND COLLEGE RELATIONS

* Used main college publications to meet college marketing objectives by electing target audience for class schedule mailings and providing information on new college offerings.

* Supported recruitment activities by reviewing direct mail pieces and selecting target audiences.

* Provided clear communication of student development programs and services by creating support literature (e.g., Black History Month, and career workshops and services).

* Planned and implemented recruitment strategies that ensure a student population that reflects materials in minority newspapers or magazines, and advertisements on minority radio stations.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* The Hospitality program was reviewed and materials were purchased to supplement curriculum.

* In order to establish a multi-cultural component in every English course, a list of recommended texts for every level of English courses was distributed and discussed.

* The library made a presentation to the Minority Affairs Committee on the College's new Hispanic Materials Collection. The Library also developed a bibliography on Diversity.

* The Media department made two videos specifically for recruiting Hispanics and African Americans. A pilot Business/Computer recruitment video was also developed to attract students. In addition, the Media department has also shown support for a diverse student population by providing

teleconferences on Diversity, video taping of ESL classes, support for international students, and Satellite teleconferencing on "Helping Disabled Thru Technology".

GOAL 7: To promote an institutional environment conducive to the teaching and learning process through professional development of faculty and staff and continuous improvement of college facilities.

ACADEMY OF CULINARY ARTS

* ACA Faculty now participate in college supported computer classes, including the development of Test Banks.

* A linkage from the food storeroom with chef educators is presently pursued with the possibility of implementation in Spring 1996.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* We have not yet met our goal of providing faculty with an inventory of all available software, but are cooperating with our new Exec. Director of information Services in the hope that this information can be provided this year.

* Provided support for faculty in a number of ways. The leadership of the academic area met on a monthly basis with the department chairs. Minutes of those meeting were made available to all faculty members.

* Provided a graduate course on Teaching Strategies, delivered by Rutgers on the Mays Landing campus. The nine faculty members who attended received graduate credit.

* A series of Friday afternoon workshops for faculty were also offered to introduce the faculty to the concept of distance education. A week long training program for faculty on distance education was also conducted.

* Bi-monthly "Sandwich Seminars" were conducted for adjunct

faculty members.

GOAL 8: To enhance classroom instruction through the exploration and integration of appropriate informational technologies and pedagogical techniques while maintaining the personal aspects of education essential to the community college student.

INFORMATION TECHNOLOGY SERVICES

* Internet browsing software (Netscape) has been installed on faculty and staff workstations as well as, library PCs. Other internet resources will be forthcoming.

* Network-based backups of our Novell fileservers has been implemented. However, it is unsatisfactory. It is unreliable, slow, and requires too much operator intervention. Information Technology Services (ITS) is investigating other tools for this operation.

* Video-conferencing equipment for supporting the Pleasantville Grant has ben secured and is undergoing testing. This or similar equipment will be used during Spring'96 to support Distance Education Courses. ITS is still waiting for the results of the NJIN RFP in this area.

COMMUNITY AND COLLEGE RELATIONS

* Analyzed and implemented technological advances in graphic arts and printing (e.g., upgrading staff workstations, installing new versions of CarelDraw and Ventura Publisher; office support software and increased access to graphics via a new CD-ROM).

ACADEMICS & ACADEMIC SUPPORT SERVICES

* Appropriate laboratory and classroom instructional materials were acquired for the science department to enhance existing inventory. Particular emphasis was placed on Physics, Earth Science, Anatomy, and Physiology.

* To encourage the use of technology in the developmental classes, Grammer Checker was included on the network for student use.

* Special software was purchased for the development of standard syllabi for Operations Systems Technology courses. In addition, a new curriculum was developed and courses taught, and an updated Word Perfect for Windows was purchased.

* The introduction of the Laser Disk Accounting program is being piloted this fall, with adjunct faculty participation in the Spring of 1996.

* A products demonstration was given to the Advisory Council on the exploration of Interactive Video for classroom use.

* Westlaw and Lexis On-line databases have been ordered. These databases will enhance delivery of Business courses, by incorporating CD-ROM databases into the curriculum.

* The Media department has been successful in providing a number of hardware, software, and other aides for our academic programs, which include:

1) Multimedia platforms for classes

2) Laser Discs and Videos to support English classes in M building.

3) Hardware provided for Career Day Events on campus.

4) Purchase video and license satellite programming (i.e., Holocaust tapes).

5) Installation of 20 TV's and VCR's in classrooms

6) Purchased video series titled "Ethics in America" to accompany new Ethics course.

GOAL 9: To provide necessary administrative, fiscal, technological, and research services that effectively support the college's broad educational and training mission.

ADMINISTRATION AND BUSINESS SERVICES

* ACC has designed a strategic planning process for the short and long-term. Plans and budgets are formulated on an on-going basis within the context of an integrated strategic planning and budgeting process. The College begins each operational planning and budgeting cycle 12 months before the beginning of a fiscal year. Planning information and guidelines are developed and distributed during July and August. Proposed plans and budgets, within the context of the long-range plan, are prepared between September and December.

Next, planning and budgeting reviews are held between January and March, and the President and the Planning and Budgeting Steering Committee prioritize and integrate proposals into plans and budgets in April and May. The President submits the final proposed plan and budget to the Board of Trustees for appropriate action in June. The ongoing planning process ensures the institution is constantly alert to internal strengths and weaknesses as well as external threats and opportunities.

* Design, implement and update annually, a five-year business plan of action for the college. The shell for the plan was completed in FY95 and follow-up activities are in progress. An evaluation and review of banking services are complete, and financial self-assessment has been initiated. This is a continuing effort to maintain fiscal stability byu endorsing sound fiscal planning, accountability, and management techniques.

* Continuing and ongoing efforts to provide for the optional development of the College's essential human resources by maintaining high employment standards, expanding incentives for development, implementing the performance evaluation process, and improving internal communication.

* The Human Relations department was able to work with representatives of TIAA-CREF in order to use their on-line

reporting and information access system to enable the Benefits Coordinator to eliminate some steps in the reporting process and get immediate feedback from the vendor. In addition, employees now have access to real time information about their accounts. The five new Alternative Benefit Program vendors expect to provide its customers with the same type of service in the near future.

* Continued training and retraining of staff and faculty to ensure they have skills required by evolving technology.

* The expansion of services in the College's Training Office includes human resource training activities and one-to-one training to assist employees.

* Performance appraisal training for supervisors began in May of 1995 and is on-going. Evaluation of the program will begin in December of 1995.

* There is an ongoing effort to develop current policies and procedures. Model Policies from the Council of County College is being integrated and incorporated into the current college policies and procedures manual.

* The College continues to examine facility and space needs in light of program and service diversification. The Cape May Center was expanded in FY 95 by an additional 1,000 square feet to better serve the needs of students in Cape May County.

* Instituted loan negotiation program, successfully lowering the College's loan default rate.

* Installed a Xerox Docutech machine to provide operating efficiencies, artwork capabilities, and expanded services for administration and faculty. Early assessment is that the College decreased document turnaround time and improved ability to enhance document features.

* Obtained funding enabling ACC to proceed with facilities repair, replacement, and renewal projects (e.g. deferred roofing problems and regulatory compliance issues).

INFORMATION TECHNOLOGY SERVICES

* The College's proposed LAN-based e-mail system has been reexamined. In its place will be a Unix-based SMTP mail system. ITS expects that this will provide greater client flexibility. improved performance, a high degree of inter-operability among platforms, and will minimize costs. Software and hardware for hosting e-mail are undergoing review and a decision will be made early in September of 1995 concerning which configuration to implement.

COMMUNITY AND COLLEGE RELATIONS

* Promoted a climate for fund development with outside constituencies (e.g., establishing a college alumni association).

* Provided publicity to raise public awareness of college affairs such as board decisions, articulation agreements, extension center expansion, personnel achievements, and cultural events.

ATLANTIC CITY EXTENSION CENTER

* Monthly reporting system has been implemented to identify technological needs for administration.

* In order to monitor billing activities, a Billing Tracking Report will be included as a component of the Key Indicator Report. This report is used to monitor the effectiveness and efficiency of the continuing education program.

* All purchase requests for administrative technology resources for ACEC were approved by the President.

* The Information Technology Services Exec. Director is in the precess of completing the yearly report outlining administrative technological resources that have been initiated.

* A budget, timetables, and work commitments for software installation of: Microfaids, prerequisite blocking, FSS, and CIS has been completed for the Cape May County Extension Center (CMCEC). CMCEC staff members are in the process of being trained to use these software packages.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* Completed and submitted approximately 15-20 Grant Review forms. Reviewed approximately 10 Grant announcements and responded to state of application intent. Collaborated/ assisted faculty in writing grant proposals, including: Humanities, NSF, Language for Minorities, and Perkins Grants. In addition, the Resource Development Assistant Director attended technical assistance workshops for Grant writing.

GOAL 10: To promote and maintain among the college community a sense of ethics that leads to social, civic, and academic responsibility.

ADMINISTRATION AND BUSINESS SERVICES

* The College has identified policy and procedural guidelines to establish college-wide policies and procedures for adherence to copyright laws by FY96.

COMMUNITY AND COLLEGE RELATIONS

* Ensured contacts with students comply with the College's ethical code by reviewing advertising and publications for a consistent message.

STUDENT SERVICES

* The establishment of a student policies and procedures handbook for non-credit students at the Atlantic City Center.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* The academic division met its goal of promoting a sense of ethics. Each academic department spent the year studying this issue and wrote departmental statements. The Dean's office invited an outside speaker who address this issue on the first day of the new academic year (Sept.95). In addition, the department chairs have prepared a sample policy outlining ethical behavior for faculty, which they will share with their respective departments.

GOAL 11: To help developmental students move quickly and efficiently into college programs by providing a quality, comprehensive program of support and education in basic skills.

ACADEMICS & ACADEMIC SUPPORT SERVICES

* To improve DEVS course, a manual was developed and printed as an advisory manual.

SUMMARY OF KEY COMMON INDICATORS

1. STUDENT GOAL ATTAINMENT INFORMATION

A. STUDENT GOAL: TO OBTAIN ACCESS TO POST-SECONDARY EDUCATION IN NEW JERSEY.

1a. Enrollment
Head count and percent by ethnicity as of fall 1995

Under-graduate	NRA	B	AI/ AN	A/PI	H	W	U	Total	%
FT MALE	10	82	4	57	51	642	57	**903**	15%
FT FEMALE	20	202	2	47	77	856	57	**1261**	21%
PT MALE	7	105	3	99	110	907	90	**1321**	22%
PT FEMALE	6	277	6	89	160	1793	161	**2492**	42%
TOTAL	43	666	15	292	398	4198	365	**5977**	
%	**1%**	**11%**	**<1%**	**5%**	**7%**	**70%**	**6%**		**100**

1b. Number of students enrolled in transfer programs (AA and AS), in career programs (AAS and Certificate), and number of non-matriculated students.

Number of Students Enrolled: Fall 1995

		Full-Time	Part-Time
In Transfer Programs:	AA	612	609
	AS	715	1173
In Career Programs	:AAS	796	1239
	TOTAL	2123	3021

1c. Type of first-time, full-time Student (Fall 95)

Foreign Country	20
New Jersey	1298
Pennsylvania	5
Unknown	674
Total	1997

2. Enrollment: Percentage of in state/out of state and in county/out of county residents.

Among the fall 1995 students, **98%** were New Jersey residents, of whom **73%** were Atlantic County residents.

3. Community colleges will report (basic skills) placement scores.

Test Sections	**Mean Score**	**Minimum Score***
Reading Comprehension	23.97	30.0
Sentence Sense	22.36	25.0**
Essay	7.13***	8.0
Computation	16.57	22.0
Elementary Algebra	7.51	22.0

* To be placed directly into college level courses, a student must achieve these scores for placement.

** Sentence Sense score is combined with reading score for placement. See criteria section on page 33.

*** Includes only those who required essay evaluation. See criteria section on page 33.

4a. What is the age breakdown of the student body?

Age Category	Headcount	Percentage
19 and under	692	11.5%
20-24	1,982	33.2%
25-34	1,700	28.4%
35-49	1,252	21.0%
50 or over	220	3.6%
unknown	131	2.3%

* Numbers reflect FALL 1995

4b. Average age of student - 24.7

5a. During the past three years, what has been the trend at your college with respect to the courses offered, and the number of students who have enrolled in remedial courses? (Developmental Courses should be reported where appropriate.)

Part 1 : Basic Skills Course Placement Criteria

English Placement

Reading and Sentence Sense	Essay Score	Placement
30 or below (or 15 or below on Reading)	----	DEVR110
31 - 40 (Min 15 on Reading)	----	DEVR111
41 - 54	7 or below	DEVR111
45 - 54	8 or above	ENGL101
55 or above (or 30 or above on Reading)	----	ENGL101

Note: Students placed into DEVR111 must also take DEVS111

Math Placement

If COMP is 0-14 Place in DEVM 101 to be followed by DEMV 102

If COMP is 15-21 **Look at the Algebra score:**
If ALG is 0-11, place in DEVM 100
If ALG is 12-17, place in DEVM 103, followed by DEVM 104
If ALG is 18-21, place in DEVM 106

If COMP is > 22 **Look at the Algebra score:**
If ALG is 0-17, place in DEVM 103, followed by DEVM 104
If ALG is 18-21, place in DEVM 106
If ALG is 22-26, place in MATH 119
If ALG is 27-28, place in MATH 122
If ALG is > 28, place in MATH 128

If COMP is > 28 **Look at the Algebra score:**
If ALG is 0-17, place in DEVM 103, followed by DEVM 104
If ALG is 18-21, place in DEVM 106
If ALG is 22-26, place in MATH 119
If ALG is 27-28, place in MATH 122
If ALG is > 28, place in MATH 155 or MATH 128

Part 2: Sections and Students

	Reading/Writing		Math	
	No. of Sections	No. of Students	No. of Sections	No. of Students
FALL 1993	43	736	55	1300
FALL 1994	50	837	57	1526*
FALL 1995	53	763	56	1731**

* 206 students enrolled in Developmental Math were also required to complete a Developmental Math Lab.

** 202 students enrolled in Developmental Math were also required to complete a Developmental Math Lab.

Part 3: Trends

What do you foresee as trends at your institution?

1. The number of students enrolled in Developmental Math courses continues to increase while the number of students enrolled in Developmental English has decreased in 1995. In the Fall of 1995, Developmental Math enrollment increased by 13% whereas Developmental English enrollment decreased by 8%.

2. Assessment Services continue to be expanded and decentralized in efforts to increase public access to post-secondary education.

* During the Fall of 1995, 486 students were administered the New Jersey Basic Skills Placement test at one of three sites: the main campus in Mays Landing or one of the extension centers located in Atlantic City and Cape May.

* Due to the expansion of testing dates and times offered on weekdays, the percentage of students administered the basic skills test during the week, rather than on the weekend, increased from 15.3% in the Fall of 1994 to 70% in the Fall of 1995.

* Project Jumpstart, which provides administration of the basic skills test at area high schools, increased from 7 schools in the Spring of 1994 to 16 schools in the Spring of 1995. This includes <u>all</u> high schools in both Atlantic City and Cape May counties. As a result, the number of students tested at their high school increased from 229 in 1994 to 408 in 1995, a 78% increase.

* English as a Second Language (ESL) placement tests were administered to students whose native language is not English. Results place students in ESL or regular courses. The number of test sessions offered increased from 7 in the Fall of 1994 to 10 in the Fall of 1995, As a result, the number of students tested increased from 142 to 152, a 7% increase.

* GED Examinations were administered to persons lacking a high school diploma. The number of students tested increased from 58 in the Fall of 994 to 116 in the Fall of 1995, a 100% increase.

3. Plans to improve the efficiency and quality of testing services through the installation and implementation of a computerized basic skills placement test continues to be a top priority and substantial programs has been made.

* Evaluations of computerized-placement systems have been completed and The ACCUPLACER System has been selected. This system is self-paced, provides accurate and instant results and is user-friendly. Further, it offers on-demand or scheduled testing options and builds a solid research data base. The license agreement allows this system to be installed at all three ACC testing locations. The physical changes necessary to implement this system are in progress. It is anticipated that the end result will be state-of-the art testing centers for ACC.

5b) What percentage of those students needed remediation in all these areas? (Math, writing, reading/critical thinking?

37.7% - Required remediation in both reading and writing.

42.4% - Required remediation at the Computational Arithmetic level.

20.0% - Required remediation in Elementary Algebra skills.

80.7% - Required remediation in a combination of one or two skills areas (i.e. reading and math, etc.)

* Note: ACC does not use a test for critical thinking skills; therefore, we have no figures on this area. Numbers reflect FALL 1995. Future remedial enrollment may be influenced by forthcoming statewide policy changes as it relates to Basic Skills testing.

B. STUDENT GOAL: TO COMPLETE A PROGRAM OF STUDY (ASSOCIATE OR BACCALAUREATE DEGREE)

1a. First-time/full-time Associate Recipients Mean Years to Degree Completion (Total graduates FY94)

3.78 Years

2a. Graduation Rates (AY1994-95) in head count and percent by ethnicity.

Headcount

Awards	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
Associate's	12	19	6	1	9	375	1	423

Percentage

Awards	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
Associate's	3%	4%	1%	<1%	2%	89%	<1%	100%

2b. Graduation Rates (AY 1995-96) in head count and percent by ethnicity.

Headcount

Awards	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
Associate's	8	43	0	20	9	381	27	488

Percentage

Awards	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
Associate's	2%	9%	0%	4%	2%	77%	6%	100%

data based on 956,959,962

3. What % of students who graduated in AY 1995-96, graduated with an Associate's degree in:

2 Years: 6.9%
3 Years: 44.1%
4 Years: 28.4%
5 Years or more: 20.6%

* Percentages reflect 102 Associate Recipients enrolled as FT First-time in Matyear. Enrollment data for Fall 1988 not included.

4a. What percentage of the matriculated student population graduated in the AY 1994-95?

9.5 percent

4b. What is the trend of the number and % of degrees conferred during the past five years?

See Appendix I

Total Graduate Completion Frequency Distribution for FY95

# of Years to complete Degree	2 Yr	3 Yr	4 Yr	5 Yr	OTH*	TOTAL
Associate Recipients enrolled as FT Full-Time in Matyear	2	45	29	11	10	102
%	6.9%	44.1%	28.4%	10.8%	9.8%	100%

* Enrollment data in Fall 1988 was not available.

5. What major factors deeply affect student retention and persistence at your institution?

* Insufficient Financial Aid/Personal Finances
* Changes in Employment hours
* Medical problems
* Job responsibilities
* Family reasons
* Course scheduling and availability

6. Number of Educational Opportunity Fund students in attendance.

Last academic year (1995-96), Atlantic Community College served 218 students; 57 male and 161 female.

C. STUDENT GOAL: TO TRANSFER (ARTICULATE) FROM ONE COLLEGE TO ANOTHER FOR THE PURPOSE OF COMPLETING A PROGRAM OF STUDY OR DEGREE AS EXPEDITIOUSLY AS POSSIBLE.

1a. What is the student rate of transfer from the community college to senior institutions?

According to the most recent Graduate Placement report completed (May 1994), 164 students (41%) are continuing their education at 29 senior institutions. Richard Stockton College received 76 students (46%), while 30 students (18%) transferred to Rowan College of New Jersey. The remaining 36% transferred to various senior institutions including, Rutgers University, Thomas Edison, Drexel, Montclair State, Temple University, Trenton State, Penn State, the University of Delaware, and others.

1b. Academic performance in the junior year for the community college transfers as compared to native four-year college juniors.

	Juniors Who Transferred to NJ Senior Public Colleges From This College		Native Juniors at NJ Senior Public Colleges	
GPA RANGES	#	%	#	%
0.0 - 0.9	2	2.3	163	2.3
1.0 - 1.9	3	3.4	281	3.9
2.0 - 2.9	25	28.4	2,422	33.7
3.0 - 4.0	58	65.9	4,312	60.0
Unknown	0	0.0	11	0.2
TOTAL	88	100.0	7,189	100.0
MEAN GPA	3.2		3.0	

Fall 1994 & 1995

2. What is the graduation rate of transfer students from the community colleges compared with students who originated at the senior college?

Graduation Rate

	No. in Cohort	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr
Transfers from Atlantic	88	12.5%	45.5%	54.5%	61.4%	62.5%
Full-Time First-Time at All Senior Public Insts.	12,723	---	---	28.9%	51.7%	58.2%

3. What is the transfer rate from the senior institutions to the community colleges, i.e., reverse transfer rate?

4 Year Institutions	Full-Time	Part-Time	Total	%
Public	27	82	109	11%
Private	6	17	23	2%
TOTAL	33	99	132	13% *

* Percentages are based on the Total Undergraduate Transfer Students (1,015) - Fall 1994

D. STUDENT GOAL: TO PARTICIPATE IN A FULL RANGE OF STUDENT ACTIVITIES WHILE IN COLLEGE.

1. What percentage of students participate in sports, e.g., intercollegiate, intramural, etc?

Academic Year	Intercollegiate	Intramural
1991 - 1992	1.6%	N/R
1992 - 1993	1.4%	12.3%
1993 - 1994	1.8%	16.1%
1994 - 1995	1.9%	18.3%
1995 - 1996	1.9%	13.3%

Note: Intercollegiate numbers reflect the percentage of only full-time students enrolled during that academic year. Data is not available for intramurals prior to the 1992-1993 academic year.

2. Other than sports, what percentage of students participate in extracurricular activities?

Academic Year	Percentage
1991 - 1992	2.7%
1992 - 1993	3.5%
1993 - 1994	3.9%
1994 - 1995	4.8%
1995 - 1996	7.8%

3. What recognition exists for extra and co-curricular activities?

At the end of each Academic Year, an Awards Banquet is held in honor of those students who have participated in extra and co-curricular activities. Special certificates are presented to each club member of the **31** clubs and organizations and advisor(s) for their participation.

Additional awards are presented to those clubs and individuals who showed outstanding leadership through their service activities. Awards are also presented to those students who have shown outstanding athletic ability, through leadership, teamwork, and successful winning seasons.

The Joseph Messick Faculty of the Year Award is presented each year to that faculty member who has shown outstanding teaching and leadership ability.

E. STUDENT GOAL: TO HAVE AN OPPORTUNITY AS AN ETHNIC MINORITY AND/OR FEMALE, TO DEVELOP (AND EXHIBIT) LEADERSHIP SKILLS WHILE PURSUING A COLLEGE DEGREE.

1. Profile of number of leaders by ethnicity and gender.

Peer Mentors

Year	Males	Females	Black	Hispanic	White	Other
1993 - 1994	5	10	4	0	11	0
1994 - 1995	4	12	4	0	8	0
1995 - 1996	7	19	6	2	17	2

SGA Executive & Judicial Review Boards

Aca Year	Males	Females	Black	Hispanic	White	Other
1991 - 1992*	1	8	5	1	3	0
1992 - 1993	10	5	0	0	15	0
1993 - 1994	7	6	2	0	11	0
1994 - 1995	5	7	3	0	9	0
1995 - 1996	6	8	4	0	10	0

* The Judicial Review Board is not included in 1991-1992.

Student Trustees

Aca Year	Males	Females	Black	Hispanic	White	Other
1991 - 1992	0	1	0	0	1	0
1992 - 1993	0	1	0	0	1	0
1993 - 1994	0	1	0	1	0	0
1994 - 1995	0	1	0	0	1	0
1995 - 1996	0	1	0	0	1	0

2. FACULTY INFORMATION

A. GOAL: TO PROVIDE A PROFILE OF FACULTY AND TO ACQUIRE INFORMATION ON THE MAINTENANCE OF FACULTY VITALITY.

1a. Provide a profile of the faculty at your institution by gender and ethnicity. What percent have attained the highest degree in their academic discipline?

a) FACULTY	B	AI/AN	A/PI	H	W	U	TOTAL
FACULTY FT MALE	3	0	1	3	34	0	42
FACULTY FT FEMALE	4	0	1	0	25	0	30
FACULTY PT MALE	1	0	0	0	0	0	1
FACULTY PT FEMALE	0	0	0	0	0	0	0
ADJ/VISITING MALE	2	0	2	1	87	0	92
ADJ/VISITING FEMALE	4	0	2	2	118	0	126
TOTAL FACULTY	14	0	6	6	264	0	291

AY 1995-1996

b) TENURE STATUS	B	AI/AN	A/PI	H	W	U	TOTAL
FT MALE	2	0	1	2	28	0	33
FT FEMALE	2	0	1	0	18	0	21
TOTAL	4	0	2	2	46	0	54

AY 1995-1996

The percentage of FT Faculty who are tenured is 75%; 17% have attained the highest degree in their academic discipline.

Highest Degree Attained by Full-time Faculty :

72	Faculty Members (AY 1995-1996)	
11	Doctorates	16%
52	Masters Degree	73%
2	J.D.	1%
7	Bachelors Degree only	10%

1b. Percent of course sections taught by full-time faculty and part-time faculty.

Percent of sections taught by FT Faculty - 45%
Percent of sections taught by Adjunct Faculty - 55%

2a. Provide a profile of the faculty major research and public service activities at your institution.

A faculty survey of Atlantic Community College revealed that several faculty are extremely active in a variety of diverse public service activities as well as college-related projects.

The types of activities and projects which faculty were involved during AY 1995-96 include the following:

A. <u>Educational/Research</u> -

* Worked with the Anatomy and Physiology instructor at the Atlantic County Vocational Technical School in the delivery of kinesiology lectures via distanced ed technology.
* Telecourse Success and Student Learning Styles, Measured by LASSI. Paper to be submitted to ERIC.
* Distance Education Seminar - demonstration of multi-media technology for lower Cape May regional Township School District teachers.
* Hosted South Jersey Regional Library Cooperative "Technology Extravaganza".
* Hosted Distance Education Training - week-long seminar for participants from New Jersey colleges and public school faculty.
* Hosted multi-media demonstration for Cape May County Superintendents.
* Presented multi-media technology demonstration as part of

a coordinated tour of facilities and services at the Atlantic City Extension Center for U.S. Senator Frank Lobiondo.

* Surveyed Cape May county parents of elementary school students and Cape May County teachers (K-12) to determine computer technology education needs.

B. **Board/Advisory/Committee memberships**

* Pleasantville Board of Education
* Superintendent's Task Force on Student Achievement
* Brauner House Youth Council
* Holocaust Committee - Jewish Outreach Committee
* Member, joint advisory committee on child support enforcement at the request of Governor Whitman and Chief Justice Wilenz
* Greater Egg Harbor Regional High School District Business Education Advisory Council
* Buena Regional Business Advisory Council
* Member, New Jersey Bar Association
* Atlantic County Bar Association
* Board of Directors of the Ohio Northern Law School Alumnae Association
* Member, Habitat for Humanity
* Member,The Philadelphia Art Museum
* Board Member, National Community College General Education Association
* President, Mainland Choral Society
* Member, Shore AHEC
* Member, Secretary, Jersey Coast Health Planning Council LAB VI
* Meadowview Fiscal Analysis Review Committee - Appointed by Atlantic County Executive
* Business Partnership Link Committee Member
* Member, Sigma Xi (Scientific Research Society)
* Member, Water Resources committee of the American Society for Microbiology, NJ Branch. Currently lobbying on state level for maintaining water quality standards.
* Board Member,Commission on Hospitality Accreditation
* Member, Advisory Foundation for Upper Township schools (Cape May County)
* ACC representative for Cape May County and Atlantic County Superintendents' Roundtable
* Continuing Education Faculty Development Advisory Board for Atlantic County Schools (K-12)

* Co-Chair, Atlantic County Technology County-Wide Plan
* President, Council of New Jersey Colleges and University Library Directors
* Library Craft Advisory Committee at Atlantic County Vocational-Technical School
* Board member, Jewish Community Center
* Co-Chair, Israel Task Force for Jewish Community Relations Council
* Hadassah Board
* Co-Chair, Community for the Jewish Federation Women's Division (Tikvah)

C. **Service to the College** -

* Presentation: Learning Disabilities Workshop for Adjunct Faculty
* Programs/Outcomes Committee
* Collegiate Assembly
* Advisor, Student Support Services
* Curriculum Committee
* Advisor, Literary magazine *Rewrites*
* Middle States Steering Committee
* Trained ACC Faculty in Powerpoint computer technology

D. **Lectures,Workshops, and Programs presented by Faculty/Academic Support** -

* Presentation: "What the Private Citizen Can Do About Water Pollution" to Monroe Township League of Women Voters, March 1996
* Presentation and Demonstration on Passover at Assumption School
* Presentation made at Edison College's 1995 Corporate - Higher Education Colloquium in Atlantic City
* Workshop: "How to Energize your Class through the Power of Groups"
* Workshop: "Survey of Introductory Accounting" at the Teachers of Accounting at Two Year Colleges (TATYC) Conference in Philadelphia, April 1996
* Presentation: "Joint Appointments", Celebrating Learning, November 1995
* Guest Key-note Speaker at Honors Luncheon for Absecon School District students
* Presentation: "Solutions to Critical Issues Facing Community Colleges in Workforce Training", League for

Innovation 1996 Workforce 2000 Conference, Orlando, Fla, Feb. 1996

* Presentation: "Guidelines for Implementing or Enhancing faculty Development Programs that Promote the Integration of Institutional Technology", League for Innovation/1996 Conference, Kansas City, Missouri, Nov. 1996

E. **Articles/Books Published and/or Delivered** -

* Paper Presented: "Moving Beyond the Early Adopters" at the Canadian Association of Distance Educators (CADE) Conference, May 1996, Moncton, New Brunswick, Canada.
* Paper Presented: "Linking Technology with Learning" at the Multimedia in Education and Industry Conference in Charleston, SC, July 1996.
* Paper Presented at the General Education National Conference.
* Published 3rd edition of Anatomy and Physiology text book Study Guide published by Prentice Hall.

F. **Athletics** -

* ACC athletics hosted 10th Annual National Archery Classic, Atlantic City, 1996.
* Atlantic County Pistol and Archery Ranger Advisory Committee
* Volunteer member (annually) for the LPGA (Ladies Professional Golf Association) Classic, Atlantic City, 1996.

G. **Grants**

* Southshore Foundation: Awarded $200,000 Scholarship received $82,000 to fund Health Careers Counselor/Recruiter position at ACC.
* Helene Fuld Hursing: Awarded $25,000 Nursing Instructional Equipment
* IRC Grant to develop computer exercises for the DEVS 11 course.
* Adult Basic Education: Awarded $23,984
* Education for Language Minority Students: Awarded $71,942
* Job Training & Partnership Act (JTPA): Awarded $52,690
* Carl D. Perkins Vocational & Applied technology Grant: Awarded $328,504
* Pleasantville High School Leading Agency: Awarded $1,377

for Curriculum Development.

* Student Support Services: Awarded $177,828 (3rd year continuation of 4 year program)
* Tech Prep 2+2: Awarded $33,252
* Towanda Area School District Partnership - Challenge Grant for technology (5 year program): Awarded $27,050 (Year 1 funds for ACC)

H. **Other Community Service Activities**

* Worked with Veteran's Administration on recommending strategies for students who have learning disabilities.
* Coordinated program and ad books for Williamstown High School Marching Band and Drama Club.
* Developed and delivered a customized program of fifteen credits for the Private Industry Council for their job counselors.
* Completing computer conversion of the "Guide to the Library" to Windows format for the New Jersey Historical Society.
* Science Fair Judge - Arthur Rann Middle School
* ACC will host **The National Educational Computing Conference in 1999.** Dr. Mary Wall, the Associate Dean, Business, CIS,Technology,Social Science, & English is the Program Chair for the Conference. The Conference will be held at the New Atlantic City Convention Center. Five to nine thousand are expected to attend.

2b. Describe the major professional development programs used by the faculty at your institution to maintain their academic vitality.

Conferences/ Workshops/ Programs attended by faculty/Academic Support include:

* Television Training Workshop
* Clinical Educators Conference in Atlanta, Ga.
* Multimedia in Education and Industry Conference Ashsville, NC.
* Celebrating Learning Conference
* Learning Resources for Lifelong Learning Nursing Conference in Indianapolis, Ind.
* Computerized Degree Audit Workshop in Cincinnati, Ohio.
* Faculty Development Conference

* Distance Learning Technology Conference, White Haven, Pa.
* Several instructors continue work in their doctoral programs.
* National Tutoring Conference, Baltimore, Md.
* New Jersey Association of Developmental Education Conference
* New Jersey School-to-Work Conference
* CLEP Computerized testing Workshop, New Jersey
* New Jersey Basic Skills Assessment Conference
* New Jersey Code Consortium Annual Conference on Technology
* New Jersey Institute of Technology (NJIT) distance Education Training
* New Jersey Library Association Conference, Atlantic City
* Middle States Commission on Higher Education Conference
* Library Technology Certification Program courses, Drexel, Pa

In addition to those Regional, National, and International Conferences attended by faculty, ACC sponsors a number of Faculty Development workshops, and programs on campus, which included: Friday Forums on Distance Education, ACC Internet Training, and ACC's Friday Workshops for faculty.

Approximately 45% of Faculty at Atlantic Community College participated in Faculty Development activities during AY 1995-1996.

3. AFFORDABILITY AND FINANCIAL AID INFORMATION

3a. To what degree is your institution accessible to students of all economic backgrounds?

% TAG: 17.0%
% EOF: 3.6%
% Distinguished Scholars/Garden State Scholars/ Urban Scholars: .43%
% NJCLASS loans: .05%
% Federal grants (Pell/SEOG): 40.82%
% Federal loans (Stafford/SLS/PLUS/Perkins): 18.25%
% College Work Study: 1.59%
% Institutional Grants and scholarships: 1.09%
% Institutional loans: -0-

3b. What is the stated cost (catalog) for attending your institution? (Tuition, Fees, Room, Board)? AY 1995-1996

	FULL-TIME		PART-TIME	
TUITION AND FEES	Per Credit Hour	Per Year *	Per Credit Hour	Per Year **
Tuition for In-County	$52.80	$1584	$52.80	$950
Tuition for In-State	$105.60	$3,168	$105.60	$1901
Tuition for Out-of-State	$184.25	$5528	$184.25	$3317
Total Required Fees***	$8.50	$255	$8.50	$153

* 30 Credit Hours
** 18 Credit Hours
*** Student accident insurance - fall & spring semesters - $3

3d. How much institutional financial aid is provided to students in a fiscal year: Overall? Per full-time student?

Total amount of financial aid **$6,072,718**
$2,231 was the amount of financial aid per student

3e. What is the average loan debt for graduates of your institution?

Based on a sample of students who have graduated from the college, their average loan amount is **$4,010.**
Loan encumbrances have shown an incremental increase over the past four years.

4. CURRENT STUDENT SATISFACTION INFORMATION

4a. Satisfaction level with major academic areas, academic support services, and institutional resources, such as:

Registration

7%	Poor Service
12%	Fair service
30%	Average Service
35%	Good Service
16%	Excellent Service

Data: Graduate Survey (1994)

Course Availability

No Sampling done at this time.

Programs (Majors) - Classroom Experience/Instruction

3%	Poor
3%	Fair
9%	Average
47%	Good
35%	Excellent
3%	Uncertain

Data: Graduate Survey (1994)

Equipment, Labs, and Computers

* College computer labs are always properly maintained.

	Student Population	
	Credit	Non-Credit
No response	22%	47%
Strongly disagree	4%	0%
Moderately disagree	10%	7%
Neither (agree/disagree)	10%	27%
Moderately agree	20%	13%
Strongly agree	34%	7%

Data: Middle States - Student Survey (1995)

* College computer labs are always in a state of continuous improvement to allow for "state of the art" upgrades in new computer ...

	Full-Time Students	
	Credit	Non-Credit
No response	25%	27%
Strongly disagree	5%	4%
Moderately disagree	9%	9%
Neither (agree/disagree)	15%	16%
Moderately agree	23%	27%
Strongly agree	23%	18%

Data: Middle States - Student Survey (1995)

* Sufficient computer facilities on campus are available to meet my needs.

	Student Population	
	Credit	Non-Credit
No response	22%	47%
Strongly disagree	6%	0%
Moderately disagree	5%	7%
Neither (agree/disagree)	9%	7%
Moderately agree	24%	20%
Strongly agree	34%	20%

Data: Middle States - Student Survey (1995)

Library

* The library books, periodicals, and computer databases are current and relevant to my classes.

	Student Population	
	Credit	Non-Credit
No response	5%	20%
Strongly disagree	8%	0%
Moderately disagree	4%	0%
Neither (agree/disagree)	10%	20%
Moderately agree	33%	47%
Strongly agree	43%	13%

Data: Middle States - Student Survey (1995)

* The college library is open at time that is convenient to me.

	Student Population	
	Credit	Non-Credit
No response	6%	40%
Strongly disagree	6%	0%
Moderately disagree	4%	0%
Neither (agree/disagree)	6%	13%
Moderately agree	23%	27%
Strongly agree	53%	20%

Data: Middle States - Student Survey

* Library is keeping pace with changing information.

	Student Population	
	Credit	Non-Credit
No response	6%	27%
Strongly disagree	1%	0%
Moderately disagree	1%	0%
Neither (agree/disagree)	13%	20%
Moderately agree	37%	40%
Strongly agree	42%	13%

Data: Middle States - Student Survey (1995)

* The Library/LRC is:

1%	Poor
4%	Fair
9%	Average
52%	Good
27%	Excellent
0%	Didn't know Existed
5%	Knew of but Didn't Use

Data: Graduate Survey (1994)

Learning Center (Academic Support Center)

See Student Services Section

Student Services

Advisement

1. Student Services (access and quality of)

* Academic Advisement:

8%	Poor
15%	Fair
16%	Average
36%	Good
13%	Excellent
0%	Didn't Know Existed
12%	Knew of but Didn't Use

Data: Graduate Survey (1994)

* The Academic Advising process at ACC is efficient and helpful.

	Student Population	
	Credit	Non-Credit
No response	10%	20%
Strongly disagree	10%	7%
Moderately disagree	9%	7%
Neither (agree/disagree)	5%	40%
Moderately agree	30%	20%
Strongly agree	13%	7%

Data: Middle States - Student Survey (1995)

* I make it a point to meet with an academic advisor

	Student Population	
	Credit	Non-credit
No response	0%	20%
Never	22%	27%
Rarely	23%	7%
Occasionally	27%	33%
Regularly	18%	7%
Frequently	10%	7%

Data: Middle States - Student Survey (1995)

Career Placement

* I have made use of the career counseling services.

	Student Population	
	Credit	Non-Credit
No response	1%	27%
Never	58%	33%
Rarely(no more than once per year)	8%	7%
Occasionally(at least once per year)	22%	13%
Regularly(at least twice per year)	9%	13%
Frequently(more than 3 times per year)	3%	7%

Data: Middle States - Student Survey (1995)

* The College offers an adequate amount of special activities in support of job placement.

	Student Population	
	Credit	Non-Credit
No response	15%	13%
Strongly disagree	1%	7%
Moderately disagree	10%	0%
Neither (agree/disagree)	29%	27%
Moderately agree	25%	40%
Strongly agree	19%	13%

Data: Middle States - Student Survey (1995)

* I have made use of the College Career Center (e.g. books, guides, and computer support for career and college transfer)

	Student Population	
	Credit	Non-Credit
No response	1%	27%
Never	66%	13%
Rarely(no more than once per year)	14%	13%
Occasionally(at least once per year)	9%	13%

Regularly(at least twice per year)	5%	20%
Frequently(more than 3 times per year)	5%	13%

Data: Middle States - Student Survey (1995)

Residential Life

Does not apply to ACC

Counseling

* Counseling Services:

4%	Poor
4%	Fair
15%	Average
22%	Good
8%	Excellent
1%	Didn't Know Existed
35%	Knew of but Didn't Use

Data: Graduate Survey (1994)

* I have made use of College Counseling to assist with personal life issues affecting mt enrollment.

	Student Population	
	Credit	Non-Credit
No response	3%	27%
Never	80%	53%
Rarely	8%	7%
Occasionally	8%	13%
Regularly	1%	0%
Frequently	1%	0%

Data: Middle States - Student Survey (1995)

Tutorial/Remedial Assistance

* College tutoring services are available at convenient times.

	Student Population	
	Credit	Non-credit
No response	42%	53%
Strongly disagree	4%	7%
Moderately disagree	3%	7%
Neither (agree/disagree)	13%	7%
Moderately agree	11%	13%
Strongly agree	28%	13%

Data: Middle States - Student Survey (1995)

* Tutoring services:

1%	Poor
1%	Fair
5%	Average
19%	Good
16%	Excellent
1%	Didn't Know Existed
56%	Knew of but Didn't Use

Data: Graduate Survey (1994)

Security and Safety

No sampling done at this time.

Student Activities

* I am satisfied with the variety of club activities available at the College.

	Student Population	
	Credit	Non-Credit
No response	39%	47%
Strongly disagree	6%	0%
Moderately disagree	4%	7%
Neither (agree/disagree)	18%	33%
Moderately agree	22%	0%
Strongly agree	10%	13%

Data: Middle States - Student Survey (1995)

* The College provides a satisfactory level of cultural events such as live theater, poetry readings, or concerts.

	Student Population	
	Credit	Non-Credit
No response	28%	33%
Strongly disagree	3%	0%
Moderately disagree	8%	0%
Neither (agree/disagree)	16%	33%
Moderately agree	30%	13%
Strongly agree	15%	20%

Data: Middle States - Student Survey (1995)

Recreational

See Student Activities Section above.

Financial Aid

* Financial Aid:

4%	Poor
5%	Fair
8%	Average
15%	Good
13%	Excellent
0%	Didn't Know Existed
52%	Knew of but Didn't Use

Data: Graduate Survey (1994)

* When I first enrolled, the College provided me with comprehensive financial aid information, including information on grants, loans, and scholarships.

	Student Population	
	Credit	Non-Credit
No response	19%	27%
Strongly disagree	20%	20%
Moderately disagree	13%	7%

66

Neither (agree/disagree)	5%	0%
Moderately agree	11%	27%
Strongly agree	32%	20%

Data: Middle States - Student Survey (1995)

* Regardless of whatever changes I may have experienced within my enrollment status, I was always given accurate and timely information explaining its effects on my eligibility for aid.

	Student Population	
	Credit	Non-Credit
No response	46%	33%
Strongly disagree	10%	27%
Moderately disagree	4%	7%
Neither (agree/disagree)	10%	27%
Moderately agree	11%	7%
Strongly agree	19%	0%

Data: Middle States - Student Survey (1995)

* In general, the College Financial Aid Office staff responds to my needs in an efficient and timely manner.

	Student Population	
	Credit	Non-Credit
No response	39%	33%
Strongly disagree	5%	20%
Moderately disagree	6%	7%
Neither (agree/disagree)	9%	20%
Moderately agree	13%	13%
Strongly agree	28%	7%

Data: Middle States - Student Survey (1995)

5. INFORMATION ON MEETING THE STATE'S NEEDS

A. GOAL: TO PARTICIPATE IN ADDRESSING REGIONAL AND STATE NEEDS.

Continuing Education

The mission of ACC Continuing Education Division is to:

* provide high quality education and training;
* encourage the pursuit of excellence;
* motivate a quest for lifelong learning.

The Division of Continuing Education develops and administers the following programs (A sample of courses are also listed below) :

Career Exploration and Enhancement Programs were designed in response to a growing demand of career and job seekers in need of expanded skills and services.

* **Health Related Training**
  - Alcohol & Drug Counseling Certification Series I and II
  - Medical Language
  - Registered Nurse Refresher Course
  - RN refresher: Clinical Course
  - Introduction to Art Therapy

* **Office Related Training**
  - Legal Secretary
  - Medical Secretary

* **Fitness Certification**
  - Primary Aerobic Instructor Training: A Certification workshop
  - Personal Fitness Trainer Certification
  - Sports Nutrition Consultant Certification

* **Food and Beverage Training**
  - Bartender Training
  - Culinary Arts and Management
  - Healthy E.D.G.E.

The Business Career Labs are specially designed training courses to assist in acquiring skills necessary to start a new career in just six months.

* **Business Careers Lab**
  - Computer Applications and Hardware Specialist
  - Computer Programmer
  - Word Processing Specialist
  - Word Processor/general Secretary

Computer Graphics Specialist
Culinary Arts and Management Program

Casino Career Institute (CCI) was created by the College in 1978 and is an outgrowth of the college's mission to provide appropriate services to the people and industries of Atlantic County.

* **Casino Career Institute**
  Dealer Training Program
    Poker
    Blackjack
    Craps
    Pai Gow Poker
    Baccarat

* **Casino Related Training**
  Casino Security Officer
  Slot Attendant

* **Slot Machine Mechanic Training**
  Slot Machine Repair
  Introduction to Microprocessor Slots
  Advanced Troubleshooting
  Slot Department Management Training

The Professional Development Institute's goal is to provide the opportunity to improve productivity and careers, through intensive, information-packed seminars. these seminars provide the means to acquire new skills, and sharpen perspectives on management, communications, and other important topics.

* **Continuing Education Units (CEU's)**
  Management Training Series I
  Management Training Series II
  Satellite Seminar Series

* **On-Site Customized Services**
  Custom Designed Programs
  Customer Service
  Human Resources Skill Building for Supervisors & Managers
  Computer Skills Training
  Communications

Supervisory/Management Skills Building

* **Small Business Programs**
  Doing Business in a Global Economy:ISO 9000
  How to Start and Succeed in Your Small Business

The Computer Institute provides busy professionals, and those looking to sharpen computer skills or begin a career, an opportunity to acquire basic skills in hardware and software applications.

* **Daytime Computer Courses**
  Introduction to Personal/Business Computers
  WordPerfect (5.1) Fundamentals
  Lotus 1-2-3
  Introduction to AutoCAD
  How to Repair and Upgrade your PC

* **Evening and Weekend Computer Courses**
  Keyboarding
  Introduction to Personal/Business Computers
  Advance IBM PC-DOS and hard Disk Management
  Desktop Publishing Using WordPerfect (5.1)
  Lotus for Windows
  Excel: Fundamentals
  WordPerfect for Windows
  Word for Windows - Level 1
  Exploring the World with Internet
  Getting on Line

In cooperation with Apple Computer, Inc., the Multimedia Technology Institute, serves as a regional center, focusing on the use of Macintosh technologies to enhance teaching, training, and learning.

Introduction to the Macintosh
Intro. to Aldus Pagemaker for the Macintosh
Intro. to Quark Xpress for the Macintosh
Intro. to Adobe Illustrator for the Macintosh
Data Conversion: the MAC/IBM Bridge
Digitizing Images and Manipulation
Intro. to HyperCard
Desktop Publishing
Powerpoint Basics

Other programs and certifications being offered through our Continuing Education Division include the following:

* **Construction Management and Design**
* **Continuing Education for the Insurance Professional**
* **Continuing Professional Education for Accounts**
* **Health and Wellness**
* **Personal Development**
  - Music
  - Creative Arts
  - Social Dance
  - Languages
  - Special Interests
* **The Adult Education Center: English as a Second language**
* **Learning Assistance Center**

Profile of partnerships with other higher education institutions

Atlantic Community College, in a joint venture with The Richard Stockton College of New Jersey are in the planning stages for the development of a Higher Education Complex in Atlantic City. The new complex will be adjacent to the existing ACC Extension Center and will offer courses to complete Associates and Baccalaureate degrees.

Profile of partnerships/programs for K-12

* The Ocean City High School Business Department in conjunction with ACC offer college credit for certain courses taken in high school.

* **KIDS COLLEGE** - Programs offered include:
  IBM Computer Camp for Kids: Fundamentals (Ages 8-13)
  Advanced Computer Camp for IBM Users (Ages 8-13)
  Experimenting in IBM Computer Graphics (Ages 8-13)
  Red Cross Certified Babysitting Course
  Cooking for Kids (Ages 5-9)
  Advanced Cooking (Ages 10+)
  Rocketry, Electronics and Outer Space (Ages 7-12)
  Motorized Machines (Ages 8-13)
  TV Acting for Kids (Ages 8-14)
  Music Video Production (Ages 10+)

Profile of partnerships with business, industry, and government

During the 1995-1996 Fiscal Year, the Continuing Education division at ACC trained over 4700 employees for 23 clients. Those organizations include:

Bally's Grand	Trump Castle Hotel/Resort
Bally's Park Place	Local 54
Casino Control Commission	Infoshare, Inc.
City of Ocean City	City Supply Co.
The Claridge Hotel/Casino	Delaware River & Bay Authority
FAA Technical Center	Atlantic City Board of Education
The Sands Hotel/Casino	Atlantic City Library
Trump Plaza Hotel/Casino	Pleasantville School District
Atlantic County Government	Patriot Manufacturing
New Jersey Superior Court	Atlantic City Hotel/Motel Association

Atlantic County Utilities Authority
Atlantic City Housing Authority
Atlantic County Special Services School District

The **Multimedia Technology Institute (MTI)** at our Atlantic City Extension Center was opened in 1994 in partnership with **Apple Computers Inc.** One of eleven regional training centers in the nation, MTI focuses on the use of Macintosh technologies to enhance learning. State-of-the-art multimedia applications are taught in conveniently scheduled hands-on workshops.

What plans do you have for meeting the State's future needs?

One new Associate in Applied Science program has been added to the 1996-1997 Schedule. The Computer Integrated Manufacturing program will prepare students to install, set up, trouble shoot, integrate, program, modify, test, operate and repair various components of a manufacturing process which uses the power of computers to control its process. The college is a member of the Southern New Jersey Computer Integrated Manufacturing (CIM) Consortium, composed of all community colleges in South Jersey and the New Jersey Institute of Technology (NJIT). The first half of the CIM program is offered at ACC. Students take the second half at the consortium's CIM Center/Model Factory College Campus in Blackwood, N.J. This portion is heavily lab-oriented. Upon

successful completion of the program, students may transfer to NJIT to obtain a Bachelor of Science degree in computer integrated manufacturing technology.

The Construction Code Enforcement Program was discontinued in the Spring of 1996 due to declining enrollment. Several new courses have been added in order to provide The college continues to be on the edge of technology with its Distance Education Pilot Courses, which are available for the second year at ACC. Among the courses being offered include:

* Interpersonal Communications and Sociology courses at Pleasantville High School in Pleasantville, New Jersey using desktop video equipment for transmission. This program is funded through a New Jersey state grant titled "Classrooms: Connections to the Future."

* Nursing Management, Accounting Management, and Intro to Literature between ACC and our Cape May Extension Center, using ISDN equipment, or otherwise known as interactive video conferencing.

* Several additional courses including Culinary and Internet classes, are being developed for the fall of 1996.

* Providing instructional services to Cape May Co. School students as part of a $5 million three-state Challenge Grant for Technology in Education, funded by the U.S. Dept. of Education.

* Financial Accounting (to Pleasantville High School), Child Care (to Cape May County Vo-Tech School), and Culinary (to Ocean County Vo-Tech), are scheduled to be delivered in Spring 1997 using interactive video conferencing. These courses are offered through a 1997 Tech Prep Grant project.

* A new Self-Management course was developed to provide students with the opportunity to work collaboratively in groups through the use of electronic-mediated instruction.

* Twelve credit courses will be offered in Art,

Business Administration, History, Psychology, and Sociology through television/video access.

The Week-End College Program is a new college credit program beginning in Fall 1996 to meet the needs of students who are unavailable to take courses during weekdays. Students may register for a variety of courses offered on Saturdays, or may earn a PC Specialists certificate through a series of program courses offered on Friday evenings, Saturdays, and Sundays.

Note: See "Profile of partnerships with higher education institutions and/or Capital Projects" for planned facilities/joint venture information.

Since January 1995, the college has had an active World Wide Web Page. Through ACC's home page on the World Wide Web, computer users with Internet access can:

* Learn about the college's degree programs and how to register for classes;
* Sign up for the new Alumni Association;
* Check tuition and financial aid information;
* Request an application for the school's Academy of Culinary Arts;
* Reserve tickets for upcoming cultural events;
* View the ACC Career Center home page for job listings; and
* Click to the ACC Library to find connections not only to the college library, but also to the Atlantic County Library System.

Licensure, certification, validation needs

In the Spring of 1996, ACC had a very successful Middle States Association (MSA) Accreditation visit. Significantly, the MSA Commission on Higher Education commended ACC for "innovative use of the Comprehensive Organizational and Management Programmatic Assessment for Strategic Success (COMPASS) System which effectively links budgetary expenditures with ACC's mission and goals, as well as ensuring widespread participation in the budgeting process."

See section 10-2 (Accreditation Status) for additional information.

What needs are unmet?

As industries and the population grow in Atlantic and Cape May counties, Atlantic Community College will continue to meet the needs of the community by offering accessible, comprehensive, student-centered programs.

6. PLACEMENT INFORMATION

A. GOAL: TO PROVIDE INFORMATION ON SUBSEQUENT ACTIVITIES OF GRADUATES.

1a. What percentage of degrees are conferred annually by academic discipline?

See Appendix I

1b. What is the percentage for the past five years?

See Appendix I

2. What percentage of your 1989-1994 graduates are employed in the State of New Jersey?

Based on responses to the 1994 Graduate Survey of the Class of 1992, of those graduates who responded (75), **five percent** work out-of-state, while **seventy one percent** work in New Jersey. Twenty five percent did not respond to this question on the Graduate Survey.

3. What percentage of your 1989-1994 graduates go on to advanced-training e.g., graduate or professional school or management, etc.? Have their been changes over the past five years?

Sixty-five per cent of respondents to the most recent Graduate Survey (1992), stated enrolling in another college in a degree-granting program since graduating from ACC. We are unable to breakdown this percentage to identify the levels of advanced training/education our graduates have completed.

7. ALUMNI SATISFACTION INFORMATION

What is the degree to which graduates of your institution indicate their satisfaction with their higher education?

Listed below are excerpts from the most recent Graduate Survey (1994 completion) of graduates from the Class of 1992, which relate to quality of education at ACC.

* Overall Quality of Instruction at ACC:

3%	Poor
3%	Fair
9%	Average
47%	Good
35%	Excellent
3%	Unsure

* How well did our courses prepare you for continuing your education?

0%	Poor
2%	Fair
25%	Average
48%	Good
25%	Excellent

* Is your present job related to the program of study you completed at our community college?

Yes, directly related	29%
Yes, somewhat related	25%
No	31%
Non-response	15%

* How useful is the training you received at our community college in performance of your current job?

Not useful	8%
Somewhat useful	21%
Useful	19%
Very Useful	24%
Extremely Useful	9%
Non-response	20%

* Please check below if the program of study at our community college helped you in any of the following ways.

Helped me obtain a job	31%
Helped performance on present job	41%
Helped get a promotion or raise	16%
other	12%

* Would you recommend this college to prospective students?

Yes	97%
No	3%

8. EMPLOYER SATISFACTION INFORMATION

To what degree are employers satisfied with the graduates of your institution of higher education?

This data is not available. An Employee Satisfaction Survey will be incorporated in the future.

9. "RETURN ON INVESTMENT"

The degree to which the institution (and its students, alumni, faculty, etc.) contributes to its local community, the region and the state in terms of:

A) Workforce Development: ACC's Division of Continuing Education offers a number of courses, workshops, and seminars to Atlantic County and surrounding county residents for the purposes of providing the means to improve productivity and increase career opportunities. Please see the Continuing Education section of the report for further details of course, seminar, and workshop offerings.

B) Sponsored Research: Data are not available at this time.

C) Assistance to Business: ACC's Division of Continuing Education offers on-site seminars and workshops as well as customized training courses for organizations in and around Atlantic County. For additional information, see the Continuing Education section of this report.

D) Technology Transfer: Data not available at this time.

E) Culture/Cultural Events: See Appendix II

F) Sports/Sports Events:

* ACC Athletics hosted the 10th Annual National Archery Classic in 1996.
* ACC is a member of the Garden State Athletic Conference.
* ACC belongs to the National Junior College Athletic Association (NJCAA).
* ACC competes in intercollegiate basketball, men's and women's tennis and archery.

G) Charitable Events: ACC is a strong supporter of the Annual Public Employee Charitable Campaign. Over the past four years, the college has raised over $40,000, which was designated by college employees to a number of charitable organizations under the United Way of Atlantic County Umbrella. This past year, ACC increased its contributions by 28%, signaling the college's increasing support of the community. The United Way of Atlantic County recognized ACC's efforts by awarding the college the Silver Award and The Most Improved Employee Campaign Award. Brian Jackson, the college's campaign coordinator received the prestigous Alan Angelo Award for Outstanding Campaign Manager of the Year.

The ACC Foundation sponsored the 13th Annual Atlantic City Magazine Restaurant Gala, held at the Trump Taj Mahal Casino Resort. Over 500 guests attended the gourmet feast, which raised $50,000 in scholarship funds for students in the Academy of Culinary Arts. In addition, over 100 players participated in the Foundation Golf Classic held at Great Bay Country Club, Somers Point. Nineteen thousand dollars was raised for scholarship funds.

H) Volunteerism: Faculty and staff at ACC are committed to participating and donating time and effort for the benefit of others. Below is a partial listing of volunteer work by faculty and staff:

* The Pleasantville Education Foundation
* Teaching Med Tech Nursing procedures at McGuire Air Force Reserve
* Mainland Choral Society
* Holocaust Awareness program
* Black History Month Celebration
* Girl Scouts Council
* Shoprite LPGA Golf Tournament
* The South-Shore Foundation

The Student Government Association and its 28 student organizations on campus also participate in off campus volunteer work and sponsor activities on campus which help to promote a community environment. A number of campaigns are sponsored on campus to contribute to scholarships for students. Finally, ACC faculty, staff, and students contribute their time and talent in many other community, religious, and educational programs as officers, board members, coaches, teachers, mentors, and counselors.

I) Number of licensed/certified/Continuing Education credits over a 5 year cycle:

Data not available at this time.

J) Meaningful Public Service:

Atlantic Community College's core public service effort and its mission are to respond to the diverse needs of its community, provide superior academic, technical and training programs at a reasonable cost, encourage the pursuit of lifelong learning, and promote responsible citizenship.

In addition, an Administrative Dean, on behalf of ACC, actively participated as a committee member of the Administrative Code Committee, which studied the structure of Higher Education in New Jersey and provided recommendations for the reorganization of Higher Education in New Jersey.

Lastly, ACC has been a strong supporter of the United Way of

Atlantic County and its member organizations. ACC continues to be actively involved in the Public Employee Charitable Campaign (United Way), with a staff member sitting on the Steering Committee for Atlantic County and an administrator sitting on the United Way Board of Atlantic County . The 1995-96 campaign at the college raised over $10,000 dollars, a 28% increase of the previous year.

K) Major Capital Projects/Improvements (AY 1995-1996):

* The college's facilities management department worked with Atlantic Energy Services Group to conduct energy audits of the college campuses. The audits identified areas which could be improved to lower utility usage and increase energy efficiency. Lighting, heating, and air conditioning systems, mechanical systems and energy/building management systems are being evaluated. Atlantic Energy will provide funding for capital improvements.

* Classes and offices were relocated to other buildings while workers replaced the roof and completed some plumbing work in Simon lake Hall (A building). Funding for the $500,000 project was provided through the state Higher Education Facilities Trust Fund. The interior of the building will be refurbished during summer 1996 to complete the $2.2 million project.

* The college received funding from the Equipment Leasing Fund and Challenge Grants for the purchase of computer hardware.

* The college is working with the Casino Reinvestment Development Authority of The State of New Jersey to develop an architectural program for improvements to The Carnegie Library in the City of Atlantic City and a master plan program for future development of the Atlantic Community College Atlantic City Extension Center (ACEC) in Atlantic City. The strategy is to relocate the Casino Career Institute (CCI) from the ACEC to the Carnegie Library site, thereby creating additional space needed to eventually achieve branch campus status at the ACEC location. In addition, conferencing space and part of the Culinary Arts Program would be relocated from the Mays Landing campus to the Carnegie Library site. These programs would eventually provide needed training for personnel related to the neighboring casino industry while enhancing ACC's services and accessability to the entire Atlantic City Community. In addition, 20,000 square foot would be added to the library. The estimated cost of the project is

$6,809,000. Upon approval by CRDA, it is anticipated that the facilities at the library site will be occupied in September of 1998.

* From desktop computers, ACC faculty can now:

1) Review the Atlantic County Library System's collection of books, periodicals, and other resources, place books on hold, and tap into CD-ROM databases in ACC's Spangler Library.

2) Achieve access into Internet.

3) Communicate with students, issue assignments, and forward grades to the registrar through the Faculty Support System (FSS), an electronic software package. ALL PROJECTS ARE ON-GOING

* One of the Academy of Culinary Art's kitchens was refurbished with new equipment and cooking line, as part of an ongoing renovation plan.

* SAN Project is the joining of ACC with six two and four-year colleges nationwide as well as, IBM and TRG, Inc., to develop the next generation of student information and enrollment management services. This project is on-going.

* The Campus Information System was expanded to five locations, included the Atlantic City and Cape May extension centers. Through the touch tone kiosk or personal computer with mouse, CIS allows students to access a variety of information, including transcripts, course schedules, class availability, and camps events. This project is on-going.

10. PROGRAMS - DEGREE AND PROGRAM OFFERINGS

1) Profile of institutions degree - certificate programs

Atlantic Community College offers curricula leading to three degrees: the Associate in Science (A.S.), the Associate in Arts (A.A.) and the Associate in Applied Science (A.A.S.).

Listed below are academic/degree programs offered at ACC during the 1994-1995 Academic Year:

Accounting
Biology

Business Administration (A.S. & A.A.S.
Chemistry
Child Development/Child Care
Computer Information Systems
Computer Systems Support
Computer Systems Technology
Corrections/Juvenile Justice
Criminal Justice
Culinary Arts
Education
Electronics Technology
General Studies
History
Hospitality Management
Humanities
Legal Assistant (A.S. & A.A.S.)
Liberal Arts
Literature
Marine Science
Mathematics
Medical Laboratory Technology
Nursing
Occupational Therapy Assistant
Office Systems Technology
Physical Therapist Assistant
Pre-Law
Psychology
Respiratory Therapy
Retailing
Science and Mathematics
Social Science
Sociology
Social Work
Studio Arts
Travel and Tourism

2) Accreditation status: Institution and specialized programs

* Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, a regional institutional accrediting body recognized by the

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U.S. Department of Education in 1971.

* Approved by the N.J. State Department of Higher Education.

* Approved for Veterans Educational Benefits.

* The Associate in Applied Science degree, Nursing program, is accredited by the N.J. Board of Nursing and the National League for Nursing.

* The Associate Applied Science degree, Occupational Therapy Assistant program, is approved by the American Occupational Therapy Association in conjunction with CAHEA and AMA.

* The Associate in Applied Science degree, Physical Therapist Assistant program, is accredited by the American Physical Therapist Association.

* The Respiratory Care Program, offered in cooperation with the University of Medicine and Dentistry of New Jersey-School of Health Related Professions (UMDNJ-SHRP) is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association. The program is also approved by the American Association for Respiratory Care, the American College of Chest Physicians, the American Society of Anesthesiologists and the American Thoracic Society. Upon successful completion of the program the student receives an Associate in Applied Science Degree from ACC and a Certificate of Completion from UMDNJ-SHRP.

* The Associate in Applied Science degree, Medical Laboratory Technician program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

* The Associate in Applied Science degree, Electronics Technology program, is accredited by the Technical Accreditation Commission of the Accreditation Board for Engineering and Technology.

* The American Association of Collegiate Registrars and Admissions Officers, though not an accrediting agency, has given ACC and "A" Rating. This indicates that the credits for ACC students transferring to other institutions should be

given full value.

3) Articulation Agreements

See Appendix III

4) Innovative Programs
   a. K-12 programs - see Section 5A
   b. Multi-Media Technical Institute - see Section 5A
   c. Joint partnerships/programs - see Section 5A

BOARD PROFILE

The Atlantic Community College Board of Trustees is made up of twelve members. By statute, eight (8) members are appointed by the County Executive with the approval of the Freeholders. By statute, the County County Superintendent of Schools is also a member of the Board. Two (2) members are appointed by the Governor and one (1) non-voting student member is elected for a one-year term by each year's graduating class. The current Board membership includes two (2) Blacks, one of them female; one (1) Hispanic, male; seven (7) males; and two (2) White females. They are active in education, casinos, utilities, public service and insurance.

The Board sets policy and has final authority over budgets and expenditures, and the President is responsible for internal administrative operations.

The most important function of the Board is the selection, evaluation, and retention of the college president. The current president is under contract, with retention and contract renewal contingent on performance/evaluation guidelines established by the Board. Board members participate in national, state and local civic professional organizations as well as political and charitable organizations. Members understand the community college movement and the legal and fiscal duties stipulated in state statutes and state board of education regulations. They are active outside regular board meetings, participating in legislative action relevant to community colleges.

/jea
4/10/96

PROFILE OF MEMBERS OF THE BOARD OF TRUSTEES - AY 1995-96

NAME	GEN	ETH	PROFESSION
Charles C. Reynolds Chairperson	M	W	Retired Publisher, The Press of Atlantic City
Joseph D. Ingemi Vice Chairperson	M	W	Assessor, Borough of Folsom
Alfonzo Gandica Treasurer	M	H	Coordinator, Environmental Affairs, Atlantic Electric
* Linda Gartland	F	W	Assistant to Dean, Science and Math, Richard Stockton College of NJ
Thomas L. Glenn, Jr.	M	W	Chairman, Board Secretary, Glenn Insurance, Inc.
Gary L. Hill	M	W	Community Relations Officer, Metropolitan Business Citizens Association
Lynne P. Kramer	F	W	Vice President, Kramer Beverage Co. Inc.
Brian G. Lefke	M	W	Director, Solid Waste Operations
Dr. Martin Ney	M	W	Superintendent of Schools, Atlantic County

Jacqueline R. Preston	F	B	Director, Youth Services Atlantic City Department of Recreation
William O. Smith	M	B	Retired Teacher
William D. Tate	M	W	County Treasurer Atlantic County
Louis J. Greco, Esquire			Board Attorney
Joan E. Augustine			Board Secretary

* Student Representative to the Board (non-voting)

APPENDIX I

Number and Percentage of Degrees Conferred Annually by Academic Discipline

Primary Major	Description	Degree	FY 96 Head Count	%	FY 95 Head Count	%	FY 94 Head Count	%	FY 93 Head Count	%	FY 92 Head Count	%	TOTAL GRADS	TOTAL %
ACCT	Accounting and Finance	AAS	20	4.2%	12	2.8%	14	3.1%	16	3.7%	21	4.6%	98	3.8%
ARTS	Studio Arts	AA	5	1.1%	4	0.9%	5	1.1%	1	0.2%	1	0.2%	18	0.7%
BIOL	Biology	AA	2	0.4%	1	0.2%	0	0.0%	2	0.5%	2	0.4%	8	0.3%
BUSA	Business (no longer offered)	AAS	0	0.0%	1	0.2%	1	0.2%	0	0.0%	0	0.0%	2	0.1%
BUSI	Business Administration	AAS	6	1.3%	1	0.2%	8	1.8%	3	0.7%	4	0.9%	28	1.1%
BUSN	Business Administration	AA	40	8.4%	31	7.2%	50	10.9%	58	13.5%	61	13.3%	286	11.0%
CASM	Casino Management	AAS	2	0.4%	1	0.2%	0	0.0%	0	0.0%	1	0.2%	5	0.2%
CCEN	Construction Code Enforcement (no longer offered)	AAS	2	0.4%	4	0.9%	3	0.7%	2	0.5%	0	0.0%	11	0.4%
CDCC	Child Development/Child CAre	AA	7	1.5%	9	2.1%	4	0.9%	5	1.2%	12	2.6%	42	1.6%
CHEM	Chemistry	AS	5	1.1%	1	0.2%	0	0.0%	0	0.0%	1	0.2%	9	0.3%
CISM	Computer Information System	AS	14	2.9%	8	1.9%	19	4.2%	13	3.0%	12	2.6%	73	2.8%
COJJ	Corrections Juvenile Justice	AS	2	0.4%	1	0.2%	0	0.0%	2	0.5%	0	0.0%	6	0.2%
COST	Computer Systems Technology (no longer offered)	AAS	2	0.4%	0	0.0%	0	0.0%	1	0.2%	3	0.7%	6	0.2%
CRIM	Criminal Justice	AS	19	4.0%	16	3.7%	23	5.0%	17	4.0%	15	3.3%	98	3.8%
CULN	Culinary Arts	AAS	20	4.2%	22	5.1%	16	3.5%	20	4.7%	25	5.4%	127	4.9%
EDUC	Education	AA	52	10.9%	51	11.8%	29	6.3%	31	7.2%	29	6.3%	211	8.1%
ELEC	Electronics	AAS	3	0.6%	6	1.4%	2	0.4%	4	0.9%	7	1.5%	22	0.8%
GENS	General Studies	AA	75	15.8%	53	12.3%	64	14.0%	62	14.5%	82	17.8%	387	14.9%
HIST	History	AA	2	0.4%	1	0.2%	2	0.4%	2	0.5%	4	0.9%	12	0.5%
HOSP	Hospitality Management	AS	9	1.9%	3	0.7%	6	1.3%	8	1.9%	9	2.0%	46	1.8%
HUMT	Humanities	AA	1	0.2%	2	0.5%	2	0.4%	1	0.2%	2	0.4%	8	0.3%
LEGA	Legal Assistant	AAS	7	1.5%	14	3.2%	15	3.3%	11	2.6%	10	2.2%	63	2.4%
LEGL	Legal Assistant	AS	1	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
LIBA	Liberal Arts	AA	25	5.3%	23	5.3%	22	4.8%	12	2.8%	10	2.2%	101	3.9%
LITE	Literature	AA	3	0.6%	2	0.5%	6	1.3%	3	0.7%	3	0.7%	18	0.7%
MATH	Mathematics	AS	2	0.4%	1	0.2%	3	0.7%	5	1.2%	2	0.4%	16	0.6%
MLTC	Medical Laboratory Technician	AAS	10	2.1%	5	1.2%	6	1.3%	9	2.1%	7	1.5%	39	1.5%
MMRP	Micro-Computers/Maintenance & Repair (no loger offered)		1	0.2%	1	0.2%	5	1.1%	0	0.0%	2	0.4%	11	0.4%
NURG	Nursing	AAS	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	3	0.1%
NURS	Nursing	AS	54	11.3%	65	15.0%	68	14.9%	74	17.2%	79	17.2%	399	15.4%
OSTM	Office Systems Technology	AAS	9	1.9%	4	0.9%	10	2.2%	2	0.5%	3	0.7%	40	1.5%
OTAS	Occupational Therapy Assistant	AAS	0	0.0%	14	3.2%	8	1.8%	12	2.8%	7	1.5%	46	1.8%
PREL	Pre-Law	AA	4	0.8%	3	0.7%	2	0.4%	1	0.2%	0	0.0%	13	0.5%
PSYC	Psychology	AA	13	2.7%	16	3.7%	14	3.1%	11	2.6%	11	2.4%	76	2.9%
PTAS	Physical Therapy Assistant	AAS	25	5.3%	25	5.8%	28	6.1%	18	4.2%	17	3.7%	128	4.9%
RESP	Respiratory Therapy Assistant	AAS	3	0.6%	11	2.5%	6	1.3%	7	1.6%	2	0.4%	31	1.2%
RETL	Retailing	AAS	1	0.2%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	2	0.1%
SCMT	Science and Math	AS	20	4.2%	12	2.8%	8	1.8%	5	1.2%	8	1.7%	57	2.2%
SOCL	Sociology	AA	2	0.4%	0	0.0%	0	0.0%	1	0.2%	2	0.4%	5	0.2%
SOCS	Social Science	AA	0	0.0%	1	0.2%	2	0.4%	1	0.2%	1	0.2%	5	0.2%
SOCW	Social Work	AA	4	0.8%	2	0.5%	3	0.7%	3	0.7%	1	0.2%	13	0.5%
TRAV	Travel & Tourism	AAS	4	0.8%	5	1.2%	3	0.7%	4	0.9%	3	0.7%	23	0.9%
UNDE	Undeclared		0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	1	0.0%
TOTAL			476	100.0%	432	100.0%	457	100.0%	429	100.0%	460	100.0%	2594	100.0%

degree wk4

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APPENDIX II

ACC Cultural Events July 1, 1995 through June 30, 1996

Martin L. Blatt Speakers Series:

Thursday, Nov 13, 1995	Richard Rhodes & Rachel Fermi/Esther Samra
Wednesday, May 8, 1996	James Fallows

ACC Foundation Charitable Events:

Wednesday, September 13, 1995	ACC Foundation Scholarship Golf Classic Proceeds: $23,000 in scholarship funds.
Wednesday, June 5, 1996	ACC Foundation Scholarship Golf Classic Proceeds: $19,000 in scholarship funds.
Wednesday , March 6, 1996	Atlantic City Magazine Restaurant Gala Proceeds: $50,000 in scholarship funds

Concert:

Friday, November 3, 1995	John Gorka/Lucy Kaplansky
Friday, March 22, 1996	Cheryl Wheeler/Amy & Jennie

Careme's Cafe Series:

April 25, 1996	Joseph Parsons

Studio Arts Workshops:

Thursday, September 14, 1995	Watercolor Outdoor Landscapes with Carolyn Grossee Garwarecki
Saturday, October 18, 1995	An Impressionist Watercolor Workshop with Howard Watson
Friday, October 20, 1995	"Figure Drawing" by Homer Johnson
Wednesday, January 20, 1996	Still Life Painting in Watercolor with Gloria Albright
Saturday, March 30, 1996	"Pastels" with Madlyn-Ann Woodwich
Friday, May 10, 1996	Trip to Yellow Spring Art Show
Saturday, May 25, 1996	Spring Flowers Watercolor Workshop with Jena Spicer
Thursday, June 13, 1996	Trip to Leaming Run Botanical Garden

Theater Production

Wed-Sat., Oct. 25-28, 1995	"Dracula"
Tues., February 13, 1996	"Caucasian Chalk Circle"
Wed-Sat., April 17-20, 1996	"Caucasian Chalk Circle"

Art Gallery:

Month of July, 1995	Contemporary Trends in Fiber
Month of August, 1995	Contemporary Trends in Fiber
Month of September, 1995	Annual Art Area Faculty Show
Month of October, 1995	Puppets and Constructions by Randee Leightcap
Month of November, 1995	Annual Studio Arts Workshops Art Show
Month of December, 1995	Annual Student Art Show
Month of January, 1996	Annual Focus on Ceramics and Photography
Month of February, 1996	"Expressions" by Bradley Smith
Month of March, 1996	Photographs of Holocaust Memorial
Month of April, 1996	"Master Watercolor"
Month of May, 1996	Annual Senior Citizens' Arts show of Atlantic County
Month of June, 1996	A Journey Into Abstraction: A Painting Retrospective

Black History Month Events:

Thursday, Feb., 8, 1996	"Male/Female Relationships" with Robert Alston
Tuesday, Feb., 20. 1996	"Cooking with Jazz" with Michelle Washington-Wilson
Thursday, Feb., 22, 1996	"Revue of African-American Music' by Exposure Musical Revues
Tuesday, Feb., 27, 1996	ACC Atlantic City Extension Center guest speaker Sgt. Tony Pherribo Atlantic City Police Department and poetry readings by staff and faculty.
Thursday, Feb., 29, 1996	The Aftermath of the Million Man March by James Cowles

Women's History Month:

Tuesday, Mar., 1, 1996	Low-Impact Aerobics Demo for Women
Thursday, Mar., 7, 1996	Assertiveness Workshop by Nancy Zimmerman
Tues-Wed., Mar. 19-20, 1996	Representatives from various womens' agencies, sponsored by Student Development Office, the Student Nurse's Club and school nurse.
Tuesday, Mar. 26, 1996	Eating Disorder Workshop by Kim Raring from Betty Bacharach Rehab. Hospital Eating Disorder Center.
Wednesday, Mar., 27, 1996	HIV/AIDS and Women's Abuse issues by Beverly Gilbert and Sil Landau of the Atlantic County Women's Center
Thursday, Mar. 28, 1996	Build your Self-Confidence and Self-Esteem by Josephine Lockette

Other Activies:

Tues-Thrus., Apr. 9-11, 1996	Earth Day Celebrations: Representation from student clubs and various agencies, sponsored by Student Development Office
Saturday, Oct., 14, 1995	Archery Competition

APPENDIX III

Articulation Agreements for 1995-96

(* indicates work in progress, but not completed)

Cabrini College
AA/AS degrees

*Cheyney University
for advanced admission - drafted but not signed
AAS/AA/AS degrees

College of Boca Raton
AA/AS degrees

Drexel University
AA/AS degrees

*Dominian College
AAS Occupational Therapy Assistant

Florida International University
AAS Culinary Arts to BS Culinary Arts
*Hospitality Management in the works

Hahnemann University
AAS Nursing to BS Nursing
AAS Allied Health to Mental Health Technology

Johnson and Wales University
AAS Culinary to BS in Culinary Arts, Food Entrepreneaurship, Food Marketing, or Food Service Management
AAS/AS Hospitality to BS Hospitality Management

Rider College (School of Liberal Arts and Science)
AA/AS degrees in Liberal Arts, General Studies, Science and Math, Psychology to SLAS in Chemistry, Biology, Geology, Psychology

Rowan College of New Jersey
AA/AS degrees in Liberal Arts, Business Administration, Computer Information Systems to BA in Elementary/Early Childhood Education, BS in Business Administration

Richard Stockton College of New Jersey
Dual Degree Engineering Program - AS Electronics, Math, Science to BA Physics or BS Math,

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*AS/AAS Legal Assistant to BS Legal Assistant

Thomas Jefferson University
AAS Nursing to BS Nursing

Trenton State College
List of General Education courses that transfer

University of Bridgeport
AAS Accounting/Finance to BS Accounting
AS Business Administratoin to BS Business Administratoin
AS Computer Information Systems to BS Computer Information Systems
AS General Studies-Science/MAth to BS Business Administration
AAS Legal Assistant to BS General Administration/Legal Administration

University of Delaware
Hospitality Management Program to BS degree in Hotel, Motel and Institutional Management

*Wesley College
General Studies - BA/BS degree

Widener University
AAS Nursing to BS Nursing
AAS Culinary Arts to BS Hotel/Restaurant Management
AAS Hospitality Management to BS Hotel/Restaurant Management
AS Legal Assistant to BS

Course-by-course equivalencies also available

Other Special Agreements

Atlantic County Police Training Academy
Twelve Credits into AS Criminal Justice Program

Cape May County Police Training Academy
Twelve Credits into AS Criminal Justice Program

New Jersey State Correctional Officers Training Program
Twelve Credits into AS Criminal Justice Program

New Jersey State Police Training Academy
Verbal agreement to accept Twelve Credits into AS Criminal Justice Program (similar to State Correctional Officers Training Academy)

OR AAS Electronics Technology to BA Physics or BS Math,
OR AS Chemistry to BS Chemistry
Plus specific requirements which will grant a BS in Enginering from NJIT or RUTERS
AS Business Administration to BA Business Administration
AS Computer Information systems to BS Computer Information Science
AA Liberal Arts, AS General Studies to BA\BS of choice on an individual transfer basis.

Rutgers University

Dual Admissions Program (AA Liberal Arts,AS General Studies) plus specific requirements to be granted full junior status at:

Camden College of Arts and Sciences
Cook College
Douglass College
Livingston College
Newark college of Arts and Sciences
Rutgers College
School of Business at Camden, Newark, New Brusnwick
School of Communication, Information & Library Sciences, Camden
University College, Camden, Newark, New Brusnwick

AA/AS degrees on an individual transfer basis

Saint Peter's College

AA/AS degrees, and up to 69 credits

Thomas Edison State College

AA/AS/AAS degrees to BA/BS degrees in five areas, with these specific:

AS Accounting/Finance to BS Business Administration-
Specialization in Accounting
AS Business Administration to BS Business Administration-
Specializatoin in General Management
AS Computer Informatoin Systems to BS Business Administration-
Specialization in Data Processing OR Computer Science
AS Law Enforcement to BS Human Services-
Concentration in Administration of Justice
AAS Hospitality Management to BS Business Administration-
Concentration in Hotel/Motel/Restaurant Management
*AAS Culinary Arts to BS Business Administration-
Concentration in Hotel/Motel/Restaurant Management
AAS Electronics Techology to BS in Applied Science and Technology-
Specialization in Electronics